

**PROPOSED REGULATION OF THE
STATE BOARD OF EDUCATION**

Public Kindergarten

NAC 389.231 English Language Arts. (NRS 385.080, 385.110, 389.0185, 389.520)

Instruction in kindergarten in English Language Arts must be designed so that pupils meet the following performance standards by the completion of kindergarten:

1. For the area of reading:

~~[(a) Know and use skills and strategies of word analysis to comprehend new words encountered in text, as demonstrated by the pupil's ability to:]~~ (a). *Know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary, as demonstrated by the pupil's ability to:*

~~[(1) Read, in simple text, high frequency words and environmental print such as that which appears on street signs or billboards;]~~

(1) Demonstrate phonological awareness of spoken words through:

- (I). Rhyming;*
- (II). Concept of word;*
- (III). Syllable awareness; and*
- (IV). Onset and rime awareness.*

~~[(2) Use relationships between letters and sounds to identify some words]~~

(2) Demonstrate phonemic awareness of spoken words through:

- (I). matching;*
- (II). Isolating;*
- (III). Blending;*
- (IV). Segmenting;*
- (V). Deleting; and*
- (VI). Substituting.*

~~[(3) Identify initial and final sounds in some words; and]~~

(3) Recognize and name upper and lower case letters of the alphabet;

~~[(4) Recognize and sequence letters of the alphabet;]~~

- (4) Identify letter-sound relationships;*
- (5) Decode words using letter and sound relationships;*
- (6) With assistance, decode words in text through short and long vowels;*
- (7) Comprehend vocabulary using:*
 - (I). Pictures;*
 - (II). Symbols; and*
 - (III). Environmental print.*
- (8) With assistance, comprehend vocabulary using:*
 - (I). Suffixes;*
 - (II). Synonyms; and*
 - (III). Antonyms.*
- (9) Sequence the letters of the alphabet to understand alphabetic order;*

(10) With assistance, use resources to find the meaning of unknown words encountered in text;

(11) Build vocabulary using;

(I). Pictures; and

(II). Symbols.

(12) Identify high frequency words to build fluency and comprehension.

~~[(b) Use skills and strategies relating to the process of reading to build comprehension, as demonstrated by the pupil's ability to use prior knowledge and pictorial clues as strategies to aid comprehension]~~

(b). Use reading process skills and strategies to build comprehension, as demonstrated by pupil's ability to:

(1) Demonstrate concept of print;

(2) Demonstrate concept of word;

(3) Demonstrate voice-to-print match;

(4) Identify author and illustrator;

(5) With assistance, use during reading strategies based on text and purpose to:

(I). Make predictions;

(II). Identify key vocabulary; and

(III). Make inferences.

(6) With assistance, use after reading strategies based on text and purpose to:

(I). Orally recall details; and

(II). Orally restate main ideas.

~~[(c) Read to comprehend, interpret and evaluate literature from a variety of authors, cultures and periods, as demonstrated by the pupil's ability to listen:~~

~~—— (1) To stories from different cultures and eras;~~

~~—— (2) For rhythm, rhyme and alliteration; and~~

~~—— (3) To respond to poetry and prose; and]~~

(c). Read literary text to comprehend, interpret, and evaluate authors, cultures, and times, as demonstrated by a pupil's ability to:

(1) With assistance, listen for and identify:

(I). Setting; and

(II). Sequence of events.

(2) With assistance, make inferences and draw conclusions about setting and plot based on evidence;

(3) With assistance, listen to, identify, and describe physical traits;

(4) With assistance, listen to, identify, and describe personality traits;

(5) With assistance, make inferences and draw conclusions about a character(s) based on evidence;

(6) With assistance, listen to and identify the main idea;

(7) With assistance, listen to and identify first-person point of view;

(8) With assistance, listen to and identify examples of words that create images;

(9) With assistance, listen to and identify the effects of rhythm and rhyme;

(10) With assistance, listen to and identify dialect;

(11) With assistance, listen to and identify words, and phrases that reveal tone;

(12) With assistance, listen to, read, and discuss texts from different:

(I). Cultures; and

(II). Time periods.

(13) With assistance, listen to and make predictions based on evidence;

(14) With assistance, make connections to self, other texts, and/or the world.

~~[(d) Read to comprehend, interpret and evaluate informational texts for specific purposes, as demonstrated by the pupil's ability to:]~~

(d). Read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes, as demonstrated by a pupil's ability to:

~~[(1) Demonstrate that text, pictures and graphs provide information:]~~

(1) With assistance, listen to and identify the purpose of and gain information from:

(I). Illustrations;

(II). Graphs;

(III). Charts; and

(IV). Titles.

~~[(2) Recall information from text, pictures and graphs:]~~

(2) With assistance, identify dialect;

~~[(3) Distinguish between simple statements and questions; and]~~

(3) With assistance, identify words and phrases that reveal tone;

~~[(4) Follow, with assistance from the pupil's teacher, simple pictorial or written directions.]~~

(4) With assistance, listen to and identify the topic;

(5) With assistance, listen to and describe the sequential order;

(6) With assistance, listen to, read, and discuss texts from different;

(I). Cultures; and

(II). Time periods.

(7) With assistance, make connections to self, other texts, and/or the world;

(8) With assistance, listen to and use information to answer specific questions;

(9) With assistance, listen to and make predictions based on evidence;

(10) With assistance, listen to and make inferences based on evidence;

(11) With assistance, listen to and draw conclusions based on evidence;

(12) With assistance, listen to and follow pictorial and written directions to complete tasks.

2. For the area of writing:

~~[(a) Write a variety of texts that inform, persuade, describe, evaluate or tell a story and are appropriate to purpose and audience, as demonstrated by the pupil's ability to:]~~

(a) Write a variety of texts using the writing process, as demonstrated by a pupil's ability to:

~~[(1) Respond to information by drawing or writing with assistance from the pupil's teacher:]~~

(1) With assistance, use prewriting strategies to plan written work;

~~[(2) Draw or write, with assistance from the pupil's teacher, to communicate:]~~

(2) With assistance, choose and narrow a topic to organize ideas;

~~[(3) Draw or write, with assistance from the pupil's teacher, stories about familiar experiences and events; and]~~

(3) With assistance, explore a topic to plan written work;

~~[(4) Draw or write, with assistance from the pupil's teacher, responses to literature:]~~

(4) With assistance, draw or communicate ideas in written form;

(5) *With assistance, revise drafts for:*

- (I). *Ideas;*
- (II). *Voice; and*
- (III). *Audience.*

(6) *Edit to ensure correct spelling of first and last names;*

(7) *Edit capitalization for first and last names;*

(8) *With assistance, edit for correct use of nouns;*

(9) *With assistance, edit sentence structure for complete sentences;*

(10) *Create a final draft through writing, drawing, or dictation.*

~~[(b) Write with a clear focus and logical development, evaluating, revising and editing for organization, style, tone and choice of words, as demonstrated by the pupil's ability to:]~~

(b) Write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose, as demonstrated by a pupil's ability to:

~~[(1) Select, organize and sequence ideas;]~~

(1) With assistance, draw or write to communicate;

~~[(2) Draw or write simple stories with teacher assistance; and]~~

(2) Draw or write about familiar experiences and/or events;

~~[(3) Share drawings or writings with others; and]~~

(3) With assistance, write sentences about experiences and/or events appropriate to audience and purpose;

(4) Listen to and discuss poetry;

(5) With assistance, draw and/or write responses to text;

(6) With assistance, draw and/or write responses to expository text;

(7) With assistance, draw or communicate an opinion;

(8) With assistance, draw and/or write personal messages;

(9) With assistance, discuss, write, and/or draw to:

(I). Formulate a question;

(II). Record information; and

(III). Answer a research question.

(10) With assistance, identify:

(I). Title; and

(II). Author.

~~[(c) Write using standard English grammar, usage, punctuation, capitalization and spelling, as demonstrated by the pupil's ability to:~~

~~——(1) Capitalize first letters of the pupil's own first and last name;~~

~~——(2) Use correct spelling of the pupil's own first and last name; and]~~

~~(3) Form letters correctly]~~

3. For the areas of listening and speaking:

~~[(a) Listen to and evaluate oral communications for content, style, purpose of the speaker and appropriateness for the audience, as demonstrated by the pupil's ability to:]~~

(a) Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness, as demonstrated by the pupil's ability to:

~~[(1) Listen for a variety of purposes such as to obtain information, to solve problems and for enjoyment;]~~

(1) Listen for a variety of purposes including:

- (I). *Gaining information;*
- (II). *Being entertained; and*
- (III). *Understanding directions.*

~~[(2) Be attentive and respond to stories and group discussions; and]~~

(2) *With assistance, listen for and identify:*

- (I). *Main idea;*
- (II). *Purpose; and*
- (III). *Messages.*

~~[(3) Listen to and follow an oral direction.]~~

(3) *Listen to and respond to oral communication;*

(4) *Expand vocabulary through listening;*

(5) *With assistance, listen for and identify dialect;*

(6) *With assistance, listen for and identify the use of formal and informal language;*

(7) *Actively listen to a speaker;*

(8) *Listen to and participate in conversations.*

~~[(b) Speak using organization, style, tone, voice and media aids appropriate to the audience and purpose, as demonstrated by the pupil's ability to:]~~

(b) *Speak using organization, style, tone, voice, and media aids appropriate to audience and purpose and participate in discussions to offer information, clarify ideas, and support a position, as demonstrated by a pupil's ability to:*

~~[(1) Use and expand vocabulary to communicate ideas;]~~

(1) *With assistance, give directions to complete tasks*

~~(2) Speak clearly at an understandable pace to share and respond to ideas]~~

(2) *With assistance, ask questions to clarify directions;*

~~[(3) Relate experiences and retell stories; and]~~

(3) *Use precise language to describe:*

- (I). *Feelings;*
- (II). *Experiences;*
- (III). *Observations; and*
- (IV). *Ideas*

~~[(4) Give clear directions to complete a simple task]~~

(4) *With assistance, apply Standard English to communicate ideas;*

(5) *Speak clearly with prosody;*

(6) *Communicate personal experiences and retell stories;*

(7) *Communicate a statement that expresses an opinion;*

(8) *Participate in group discussions following the turn-taking process;*

(9) *Participate in group discussions by asking and answering relevant questions;*

(10) *Demonstrate phonological awareness of spoken words through:*

- (I). *Rhyming;*
- (II). *Concept of word;*
- (III). *Syllable awareness; and*
- (IV). *Onset and rime awareness.*

(11) *Demonstrate phonemic awareness of spoken words through:*

- (I). *Matching;*
- (II). *Isolating;*
- (III). *Blending;*

- (IV). *Segmenting;*
- (V). *Deleting; and*
- (VI). *Substituting.*

~~[(1) Take turns when sharing ideas and information in conversations and group discussions; and~~

~~—(2) Ask and answer questions.~~

~~4. For the area of research, formulate research questions and use a variety of sources to obtain information, weigh evidence, draw valid conclusions and present findings, as demonstrated by the pupil's ability to:~~

~~—(a) Formulate questions, with assistance from the pupil's teacher, to explore areas of interest; and~~

~~—(b) Use, with assistance from the pupil's teacher, reference materials and technology.]~~

1st Grade

NAC 389.2417 English Language Arts. (NRS 385.080, 385.110, 389.0185, 389.520) By the ~~[end]~~ *beginning* of the first grade, pupils must know and be able to do everything required in kindergarten for English Language Arts offered in public schools. Instruction in the first grade in English Language Arts must be designed so that pupils meet the following performance standards by the completion of the first grade:

1. For the area of reading:

(a). Know and use ~~[word analysis]~~ skills and strategies of *word analysis* to comprehend new words encountered in text *and to develop vocabulary*, as demonstrated by the pupil's ability to:

~~[(1) Read familiar words or text appropriate for the first grade with some fluency, accuracy and expression;]~~

(1) Demonstrate phonological awareness of spoken words through:

- (I). Rhyming;*
- (II). Concept of word;*
- (III). Syllable awareness; and*
- (IV). Onset and rime awareness*

~~[(2) Use high-frequency words to assist in reading fluently]~~

(2) Demonstrate phonemic awareness of spoken words through:

- (I). Matching;*
- (II). Isolating;*
- (III). Blending;*
- (IV). Segmenting;*
- (V). Deleting; and*
- (VI). Substituting.*

~~[3. Use phonics, word families, simple spelling patterns blends and digraphs to comprehend words in context]~~

(3) With assistance, decode words in text through:

- (I). Short/long vowels;*
- (II). Digraphs;*
- (III). Blends;*
- (IV). Diphthongs;*
- (V). Word families; and*

(VI). Spelling patterns.

~~[(4) Use common prefixes, suffixes, abbreviated words, synonyms and antonyms in context; and]~~

(4) Decode words using letter/sound relationships;

~~[(5) Alphabetize words by their first letter.]~~

(5) With assistance, decode words through structural analysis using:

(I). Base words;

(II). Suffixes;

(III). Prefixes;

(IV). Syllables; and

(V). Compound words.

(6) Comprehend vocabulary using:

(I). Suffixes;

(II). Synonyms; and

(III). Antonyms.

(7) With assistance, comprehend vocabulary using:

(I). Homographs;

(II). Homophones;

(III). Abbreviations; and

(IV). Context clues.

(8) Sequence the letters of the alphabet to understand alphabetic order;

(9) With assistance, apply alphabetic order to locate words using the first letter of each word;

(10) With assistance, use resources to find and/or confirm meaning of unknown words encountered in text;

(11) Build vocabulary using:

(I). Pictures; and

(II). Symbols.

(12) Identify high frequency words to build fluency and comprehension;

(13) With assistance, identify content-specific vocabulary in text;

(14) With assistance, read aloud with a focus on:

(I). Prosody;

(II). Accuracy;

(III). Automaticity; and

(IV). Reading rate.

~~[(b) Use skills and strategies relating to the process of reading to build comprehension, as demonstrated by the pupil's ability to:]~~

(b) Use reading process skills and strategies to build comprehension, as demonstrated by the pupil's ability to:

~~[(1) Use, with assistance from the pupil's teacher, strategies preliminary to reading such as accessing prior knowledge, predicting, previewing and setting a purpose;]~~

(1) Demonstrate concept of print;

~~[(2) Use, with assistance from the pupil's teacher, self-correcting strategies such as rereading, substituting and reading on; and]~~

(2) Demonstrate concept of word;

~~[(3) Recall and retell details of text with assistance from the pupil's teacher.]~~

- (3) *Demonstrate voice-to-print match;*
- (4) *Identify author and illustrator;*
- (5) *With assistance, use during reading strategies based on text and purpose to:*
 - (I). *Make predictions;*
 - (II). *Identify key vocabulary; and*
 - (III). *Make inferences.*
- (6) *With assistance, use after reading strategies based on text and purpose to:*
 - (I). *Orally recall details; and*
 - (II). *Orally restate main ideas.*

~~[(c) Read to comprehend, interpret and evaluate literature from a variety of authors, cultures and periods, as demonstrated by the pupil's ability to:]~~

(c) Read literary text to comprehend, interpret, and evaluate authors, cultures, and times, as demonstrated by the pupil's ability to:

~~[(1) Identify characters, simple character traits, setting and sequence]~~

~~(1) [With assistance, listen for and identify;~~

~~(I).—Setting; and~~

~~(II).—Sequence of events.~~

~~[(2) Predict the outcome of the story;]~~

(2) With assistance, make inferences and draw conclusions about setting and plot based on evidence;

~~[(3) Listen to and read stories from different cultures and eras; and]~~

(3) With assistance, identify and describe physical traits;

~~[(4) Read and identify rhythm, rhyme and alliteration in poetry and prose.]~~

(4) With assistance, identify and describe personality traits;

(5) With assistance, make inferences and draw conclusions about a character(s) based on evidence;

(6) Identify the main idea;

(7) With assistance, identify theme;

(8) With assistance, identify first-person point of view;

(9) With assistance, identify examples of:

(I). Imagery;

(II). Sensory words; and

(III). Similes.

(10) With assistance, identify the effects of rhythm and rhyme;

(11) With assistance, identify dialect;

(12) With assistance, listen to and identify words and phrases that reveal tone;

(13) With assistance, listen to, read, and discuss texts from different:

(I). Cultures; and

(II). Time periods;

(14) Make predictions based on evidence;

(15) With assistance, make connections to self, other texts, and/or the world;

(16) With assistance, use information to answer specific questions.

~~[(d) Read to comprehend, interpret and evaluate informational texts for specific purposes, as demonstrated by the pupil's ability to:]~~

d) Read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes, as demonstrated by the pupil's ability to:

~~[(1) Use the parts of a book, including, without limitation, the title, author, illustrator, pictures, charts and graphs to locate information;]~~

(1) With assistance, identify the purpose of and gain information from:

- (I). Illustrations;*
- (II). Graphs;*
- (III). Charts;*
- (IV). Titles;*
- (V). Text boxes;*
- (VI). Diagrams;*
- (VII). Headings; and*
- (VIII). Table of contents.*

~~[(2) Identify cause and effect and the main idea of a passage;]~~

(2) With assistance, identify and explain the use of:

- (I). Bold-faced words;*
- (II). Underlined words;*
- (III). Highlighted words; and*
- (IV). Italicized words.*

~~[(3) Use text, pictures and graphs to answer questions; and]~~

(3) With assistance, identify dialect;

~~[(4) Read and follow simple directions to perform a task].~~

(4) With assistance, identify words and phrases that reveal tone;

(5) Identify the topic;

(6) Describe the sequential order;

(7) With assistance, describe the chronological order;

(8) With assistance, identify cause and effect;

(9) With assistance, identify a cause and its effect on events and/or relationships;

(10) With assistance, identify problems and solutions;

(11) With assistance, identify a main idea;

(12) With assistance, listen to, read, and discuss texts from different:

(I). Cultures; and

(II). Time periods.

(13) With assistance, make connections to self, other texts, and/or the world;

(14) With assistance, use information to answer specific questions;

(15) With assistance, make predictions based on evidence;

(16) With assistance, make inferences based on evidences;

(17) With assistance, draw conclusions based on evidence;

(18) With assistance, identify facts;

(19) With assistance, identify opinions;

(20) With assistance, follow pictorial and written directions to complete tasks.

2. For the area of writing

~~[- Write a variety of texts that inform, persuade, describe, evaluate or tell a story and are appropriate to purpose and audience, as demonstrated by the pupil's ability to:]~~

(a) Write a variety of texts using the writing process, as demonstrated by the pupil's ability to:

~~[(1) Use a source to write, with assistance from the pupil's teacher, a simple informational paper;]~~

(1) With assistance, use prewriting strategies to plan written work;

~~[(2) Write friendly notes;]~~

(2) With assistance, choose and narrow a topic to organize ideas;

~~[(3) Write simple stories; and]~~

(3) With assistance, explore a topic to plan written work;

~~[(4) Write, with assistance from the pupil's teacher, responses to literature.]~~

(4) Draw or communicate ideas in writing

~~[(5) Read and share writing with others]~~

(5) With assistance, draft sentences about a single topic that address:

(I). Audience;

(II). Purpose; and

(III). Supporting details.

(6) With assistance, revise drafts for:

(I). Organization;

(II). Focused ideas;

(III). Voice;

(IV). Audience;

(V). Purpose; and

(VI). Relevant details.

(7) With assistance, edit sentences to ensure correct spelling of:

(I). High frequency words;

(II). Content words; and

(III). Patterned words.

(8) Edit capitalization for:

(I). First and last names; and

(II). Beginnings of sentences.

(9) With assistance, edit capitalization for:

(I). Months; and

(II). Days of the week.

(10) With assistance, edit punctuation for:

(I). End punctuation; and

(II). Commas.

(11) With assistance, edit for correct use of:

(I). Nouns;

(II). Verbs; and

(III). Pronouns.

(12) Edit sentence structure for complete sentences;

(13) Prepare a legible final draft to display or share.

~~[(b) Write with a clear focus and logical development, while evaluating, revising and editing for organization, style, tone and choice of words, as demonstrated by the pupil's ability to:]~~

(b) Write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose, as demonstrated by the pupil's ability to:

(1) Draw or write to communicate;

(2) With assistance, write sentences using a topic sentence:

(I). Generated by the teacher; and

(II). Generated by the student.

- (3) *Draw or write about familiar experiences and/or events;*
- (4) *With assistance, write sentences about experiences and/or events appropriate to audience and purpose;*
- (5) *Listen to and discuss poetry;*
- (6) *With assistance, write poetry;*
- (7) *Write responses to literary text;*
- (8) *Write responses to expository text;*
- (9) *Draw or communicate an opinion;*
- (10) *With assistance, write an opinion statement;*
- (11) *With assistance, write friendly letters following an established format;*
- (12) *With assistance, write sentences to:*
 - (I). *Formulate a question;*
 - (II). *Record information; and*
 - (III). *Answer a research question.*
- (13) *Identify:*
 - (I). *Title; and*
 - (II). *Author.*

~~[(c) Write using standard English grammar, usage, punctuation, capitalization and spelling, as demonstrated by the pupil's ability to:~~

- ~~_____ (1) Write complete sentences using verbs and nouns or pronouns;~~
- ~~_____ (2) Use ending punctuation, simple singular contractions and possessives;~~
- ~~_____ (3) Capitalize names, months, days of the week and words at the beginning of sentences;~~
- ~~_____ (4) Correctly spell words with a simple spelling pattern of a consonant followed by a vowel followed by a consonant, such as "cat," and words that are frequently used, such as "the"; and~~
- ~~_____ (5) Print legibly using correct orientation of each letter and spacing between letters and words.~~

~~3. For the areas of listening and speaking:]~~

~~3. For the area of listening:~~

~~[a) Listen to and evaluate oral communications for content, style, purpose of the speaker and appropriateness for the audience, as demonstrated by the pupil's ability to:]~~

~~(a) Listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness, as demonstrated by the pupil's ability to:~~

~~[(1) Identify purposes for listening such as to obtain information, to solve problems or for enjoyment;]~~

- (1) *Listen for a variety of purposes including:*
 - (I). *Gaining information;*
 - (II). *Being entertained; and*
 - (III). *Understanding directions.*
- (2) *With assistance, listen for and identify:*
 - (I). *Main idea;*
 - (II). *Purpose; and*
 - (III). *Messages.*
- (3) *With assistance, listen to and retell ideas;*
- (4) *Listen to and respond to oral communication;*

- (5) *Expand vocabulary through listening;*
- (6) *With assistance, listen for and identify dialect;*
- (7) *With assistance, listen for and identify the use of formal and informal language;*
- (8) *Actively listen to a speaker;*
- (9) *Listen to and participate in conversations.*

~~[(b) Speak using organization, style, tone, voice and media aids appropriate to the audience and purpose, as demonstrated by the pupil's ability to:~~

- ~~(1) Speak clearly at an understandable pace using varied vocabulary to communicate ideas;~~
- ~~(2) Present ideas and ask questions in small and large groups;~~
- ~~(3) Relate experiences and retell stories in sequence; and~~
- ~~(4) Give clear directions to complete a simple task.~~

~~(c) Participate in discussions to offer information, clarify ideas and support a position, as demonstrated by the pupil's ability to:~~

- ~~(1) Take turns when sharing ideas and information in small groups; and~~
- ~~(2) Ask and answer questions to gather and provide information~~

~~4. For the area of research, formulate questions and use a variety of sources to obtain information, weigh evidence, draw valid conclusions and present findings, as demonstrated by the pupil's ability to:~~

- ~~(a) Formulate questions, with assistance from the pupil's teacher, to explore areas of interest;~~
- ~~— (b) Locate and use, with assistance from the pupil's teacher, reference materials and technology; and~~
- ~~— (c) Share, with assistance from the pupil's teacher, the pupil's findings from research using various media. (5) Alphabetize words by their first letter]~~

4. For the area of speaking:

(a) Speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Participate in discussions to offer information, clarify ideas, and support a position, as demonstrated by the pupil's ability to:

- (1) With assistance, give directions to complete tasks;*
- (2) With assistance, ask questions to clarify directions;*
- (3) Use precise language to describe:*

- (I). Feelings;*
- (II). Experiences;*
- (III). Observations; and*
- (IV). Ideas.*

- (4) With assistance, apply Standard English to communicate ideas;*
- (5) Speak clearly with prosody;*
- (6) Communicate information in small and large groups;*
- (7) With assistance, communicate information that maintains a clear focus;*
- (8) Communicate statements that express an opinion;*
- (9) Participate in group discussions following the turn-taking process;*
- (10) Ask relevant questions to clarify and gather information;*
- (11) Demonstrate phonological awareness of spoken words through:*
 - (I). Rhyming;*
 - (II). Concept of word;*
 - (III). Syllable awareness; and*

- (IV). *Onset and rime awareness.*
- (12) *Demonstrate phonemic awareness of spoken words through:*
 - (I). *Matching;*
 - (II). *Isolating;*
 - (III). *Blending;*
 - (IV). *Segmenting;*
 - (V). *Deleting; and*
 - (VI). *Substituting.*

2nd Grade

NAC 389.243 English Language Arts. (NRS 385.080, 385.110, 389.0185, 389.520) By the ~~end~~ *beginning* of the second grade, pupils must know and be able to do everything required in the previous grades for courses in English Language Arts offered in public schools. Instruction in the second grade in English Language Arts must be designed so that pupils meet the following performance standards by the completion of the second grade:

1. For the area of reading:
 - (a). Know and use word analysis skills and strategies to comprehend new words encountered in text *and to develop vocabulary*, as demonstrated by the pupil's ability to:
 - ~~[(1) Read familiar or independently chosen texts appropriate for the pupil's grade level with fluency, accuracy, intonation and expression;]~~
 - (1) *Demonstrate phonemic awareness of spoken words through:*
 - (I). *Matching;*
 - (II). *Isolating;*
 - (III). *Blending;*
 - (IV). *Segmenting;*
 - (V). *Deleting; and*
 - (VI). *Substituting.*
 - ~~[(2) Read high frequency words to build fluency;]~~
 - (2) *Decode words in text through:*
 - (I). *Letter-sound relationships;*
 - (II). *Short/long vowels;*
 - (III). *Digraphs;*
 - (IV). *Blends;*
 - (V). *Diphthongs;*
 - (VI). *Word families; and*
 - (VII). *Spelling patterns.*
 - ~~[(3) Apply the knowledge of phonics and structural elements, including, without limitation, letter-sound relationships, affixes and spelling patterns to understand words in context; and]~~
 - (3) *With assistance, decode words through structural analysis using:*
 - (I). *Base words;*
 - (II). *Suffixes;*
 - (III). *Prefixes;*
 - (IV). *Syllables; and*
 - (V). *Compound words.*

~~[(4) Apply the knowledge of synonyms, antonyms, homophones and homographs to understand text.]~~

(4) Comprehend vocabulary using:

- (I). Homographs;**
- (II). Homophones;**
- (III). Abbreviations;**
- (IV). Synonyms; and**
- (V). Antonyms.**

(5) With assistance, comprehend vocabulary using:

- (I). Context clues;**
- (II). Structural analysis;**
- (III). Syntax; and**
- (IV). Parts of speech.**

(6) Apply alphabetic order to locate words using the first letter of each word;

(7) With assistance, use resources to find and/or confirm meaning of unknown words encountered in text;

(8) With assistance, identify connotative and denotative meaning in text;

(9) Build vocabulary using:

- (I). Pictures; and**
- (II). Symbols.**

(10) Apply knowledge of high frequency words to build fluency and comprehension;

(11) With assistance, identify content-specific vocabulary in text;

(12) With assistance, read aloud with a focus on:

- (I). Prosody;**
- (II). Accuracy;**
- (III). Automaticity; and**
- (IV). Reading rate.**

~~[(b) Use skills and strategies of reading process to build comprehension, as demonstrated by the pupil's ability to:]~~

(b) Use reading process skills and strategies to build comprehension, as demonstrated by the pupil's ability to:

(1) Apply pre reading strategies, including, without limitation, accessing prior knowledge, predicting, previewing and setting a purpose;

(2) With assistance, use before reading strategies based on text and purpose to:

- (I). Preview text;**
- (II). Access prior knowledge;**
- (III). Build background knowledge;**
- (IV). Set purpose for reading;**
- (V). Make predictions;**
- (VI). Determine reading rate; and**
- (VII). Determine text type.**

~~[(2) Use strategies of self-correction, including, without limitation, self-questioning and rereading; and]~~

(3) With assistance, use during reading strategies based on text and purpose to:

- (I). Use self-correcting strategies;**
- (II). Make, confirm, and revise predictions;**

- (III). *Understand and use key vocabulary;*
- (IV). *Identify main idea and supporting details;*
- (V). *Make inferences;*
- (VI). *Adjust reading rate; and*
- (VII). *Apply knowledge of text type*

~~[(3) Recall and retell the main idea of text]~~

(3) *With assistance, use after reading strategies based on text and purpose to:*

- (I). *Recall details;*
- (II). *Restate main ideas;*
- (III). *Organize information;*
- (IV). *Record information;*
- (V). *Synthesize text;*
- (VI). *Evaluate text; and*
- (VII). *Evaluate the effectiveness of reading strategies.*

~~[(c) Read to comprehend, interpret and evaluate literature from a variety of authors, cultures and times, as demonstrated by the pupil's ability to:]~~

(c) *Read literary text to comprehend, interpret, and evaluate authors, cultures, and times, as demonstrated by the pupil's ability to:*

~~[(1) Provide well-developed descriptions of simple story elements, such as setting, characters, character traits and plot;]~~

(1) *Identify:*

- (I). *Setting; and*
- (II). *Sequence of events.*

~~[(2) Compare and contrast different versions of the same stories from different cultures and eras;]~~

(2) *With assistance, identify conflict*

~~[(3) Identify the main idea of the text;]~~

(3) *With assistance, identify resolution;*

(4) *Differentiate among rhythm, rhyme and alliteration in poetry; and*

(4) *With assistance, identify how one event may cause another event;*

(5) *Distinguish between poetry and prose.*

(5) *With assistance, make inferences and draw conclusions about setting and plot used on evidence;*

(6) *Describe physical and personality traits;*

(7) *With assistance, identify a lesson learned based on a character's actions;*

(8) *With assistance, make inferences and draw conclusions about a character(s) based on evidence;*

(9) *Explain the main idea;*

(10) *With assistance, identify theme;*

(11) *With assistance, identify first-person point of view;*

(12) *Identify examples of:*

- (I). *Imagery;*
- (II). *Sensory words; and*
- (III). *Similes.*

(13) *Identify the effects of rhythm and rhyme on text;*

(14) *With assistance, identify:*

- (I). *Dialect; and*
- (II). *Slang.*
- (15) *With assistance, identify personification;*
- (16) *With assistance, identify examples of alliteration;*
- (17) *With assistance, identify idioms;*
- (18) *With assistance, listen to and identify words, and phrases that reveal tone;*
- (19) *Read and discuss texts from different:*
 - (I). *Cultures; and*
 - (II). *Time periods.*
- (20) *With assistance, compare text from different:*
 - (I). *Cultures; and*
 - (II). *Time periods.*
- (21) *Make predictions based on evidence;*
- (22) *With assistance, make connections to self, other texts, and/or the world;*
- (23) *Use information to answer specific questions.*

~~[(d) Read to comprehend, interpret and evaluate informational texts for specific purposes, as demonstrated by the pupil's ability to:]~~

(d) Read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes, as demonstrated by the pupil's ability to:

~~[(1) Use the parts of a book to locate information, including the table of contents, chapter headings, diagrams, charts and graphs;]~~

(1) Identify the purpose of and gain information from:

- (I). *Illustrations;*
- (II). *Graphs;*
- (III). *Charts;*
- (IV). *Titles;*
- (V). *Text boxes;*
- (VI). *Diagrams;*
- (VII). *Headings; and*
- (VIII). *Table of contents.*

~~[(2) Identify relationships of cause and effect and the main idea of a passage;]~~

(2) With assistance, gain information from:

- (I). *Glossaries;*
- (II). *Indices; and*
- (III). *Maps.*

~~[(3) Formulate questions to gain understanding of important information in text; and]~~

(3) With assistance, and explain the use of:

- (I). *Bold-faced words;*
- (II). *Underlined words;*
- (III). *Highlighted words;*
- (IV). *Italicized words;*
- (V). *Abbreviations; and*
- (VI). *Acronyms.*

~~[(4) Read and follow simple directions to perform a task.]~~

(4) With assistance, identify:

- (I). *Dialect;*
 - (II). *Slang; and*
 - (III). *Alliteration.*
 - (5) *With assistance, identify metaphors;*
 - (6) *With assistance, identify words and phrases that reveal tone;*
 - (7) *Explain the topic;*
 - (8) *With assistance, identify theme;*
 - (9) *Describe the sequential order;*
 - (10) *Describe the chronological order;*
 - (11) *Identify cause and effect;*
 - (12) *With assistance, identify a cause and its effect on events and/or relationships;*
 - (13) *With assistance, identify problems and solutions;*
 - (14) *With assistance, identify a main idea based on evidence;*
 - (15) *Read and discuss texts from different:*
 - (I). *Cultures; and*
 - (II). *Time periods.*
 - (16) *With assistance, compare texts from different:*
 - (I). *Cultures; and*
 - (II). *Time periods.*
 - (17) *With assistance, make connections to self, other texts, and/or the world;*
 - (18) *Use information to answer specific questions;*
 - (19) *Make predictions based on evidence;*
 - (20) *With assistance, make inferences based on evidences;*
 - (21) *With assistance, draw conclusions based on evidence;*
 - (22) *Identify fact and opinion;*
 - (23) *Read and follow directions to complete tasks.*
2. *For the area of writing:*
- ~~[(a) Write a variety of texts that inform, persuade, describe, evaluate or tell a story and are appropriate to purpose and audience, as demonstrated by the pupil's ability to:]~~
- (a) *Write a variety of texts using the writing process, as demonstrated by the pupil's ability to:*
- ~~[(1) Write informative papers using two sources;]~~
- (1) *Use prewriting strategies to plan written work;*
- ~~[(2) Write friendly letters using a standard format; and]~~
- (2) *With assistance, choose and narrow a topic to organize ideas*
- ~~[(3) Write a variety of literary forms, including stories, poems and responses to literature.]~~
- (3) *With assistance, explore a topic to plan written work;*
- (4) *Draft sentences about a single topic that address:*
- (I). *Audience;*
 - (II). *Purpose; and*
 - (III). *Supporting details.*
- (5) *With assistance, draft paragraphs about a single topic that address:*
- (I). *Audience;*
 - (II). *Purpose; and*

- (III). *Supporting details.*
- (6) *With assistance, revise drafts for:*
 - (I). *Organization;*
 - (II). *Focused ideas;*
 - (III). *Voice;*
 - (IV). *Audience;*
 - (V). *Purpose;*
 - (VI). *Relevant details;*
 - (VII). *Word choice; and*
 - (VIII). *Sentence fluency.*
- (7) *Edit sentences to ensure correct spelling of:*
 - (I). *High frequency words;*
 - (II). *Content words; and*
 - (III). *Patterned words.*
- (8) *Edit capitalization for:*
 - (I). *First and last names;*
 - (II). *Beginnings of sentences;*
 - (III). *Months; and*
 - (IV). *Days of the week.*
- (9) *With assistance, edit capitalization for:*
 - (I). *Proper nouns;*
 - (II). *Initials; and*
 - (III). *Titles.*
- (10) *Edit punctuation for:*
 - (I). *End punctuation; and*
 - (II). *Commas.*
- (11) *With assistance, edit punctuation for apostrophes;*
- (12) *With assistance, edit for correct use of:*
 - (I). *Nouns;*
 - (II). *Verbs;*
 - (III). *Pronouns;*
 - (IV). *Adjectives;*
 - (V). *Subject/verb agreement; and*
 - (VI). *Verb tenses.*
- (13) *Edit sentence structure for complete sentences;*
- (14) *With assistance, edit sentences for combining sentences;*
- (15) *Prepare a legible final draft to display or share.*

~~[(b) Write with a clear focus and logical development, evaluating, revising and editing for organization, style, tone and choice of words, as demonstrated by the pupil's ability to:]~~

(b) Write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose, as demonstrated by the pupil's ability to:

~~[(1) Apply, with the assistance of a teacher, the appropriate steps of the writing process, including, without limitation, prewriting, drafting, revising, editing and sharing;]~~

- (1) *Write sentences using a topic sentence:*
 - (I). *Generated by the teacher; and*

(II). Generated by the student.

~~[(2) Generate and organize ideas for writing;]~~

(2) With assistance, write paragraphs which include:

(I). A topic sentence;

(II). Supporting details; and

(III). A concluding statement

~~[(3) Write stories and other compositions with ample detail for a specific audience;]~~

(3) Write sentences about experiences and/or events appropriate to audience and purpose;

~~[(4) Revise and edit writing, with the assistance of the teacher, to attain sufficient detail, ample clarity and appropriate use of words; and]~~

(4) With assistance, write paragraphs about experiences and/or events appropriate to audience and purpose that include:

(I). Logical sequence;

(II). Character; and

(III). Setting.

~~[(5) Share written work with others and use responses for appropriate revision]~~

(5) Write poetry;

(6) Write responses to literary text;

(7) Write responses to expository text;

(8) Write an opinion statement;

(9) With assistance, write persuasive paragraphs that include supporting evidence;

(10) Write friendly letters following an established format;

(11) With assistance, write directions to complete tasks;

(12) Write sentences that:

(I). Formulate a question;

(II). Record information; and

(III). Answer a research question.

(13) Identify:

(I). Title; and

(II). Author.

~~[(e) Write using standard English grammar, usage, punctuation, capitalization and spelling, as demonstrated by the pupil's ability to:~~

~~—— (1) Identify and write complete sentences using nouns, verbs, pronouns, adjectives and adverbs;~~

~~—— (2) Use correct punctuation, including, without limitation, the use of:~~

~~—— (I) Punctuation at the end of a sentence;~~

~~—— (II) Commas in the greeting and closing of a letter, in dates and between words in a series; and~~

~~—— (III) Apostrophes in contractions and possessives;~~

~~—— (3) Capitalize proper nouns and initials correctly;~~

~~—— (4) Spell simple words correctly in writing, especially high frequency irregular words and words with long and r-controlled vowels, blends and digraphs; and~~

~~—— (5) Write compositions that are readable and legible.~~

~~3. For the areas of listening and speaking:~~

~~———— (a) Listen to and evaluate oral communications for content, style, purpose of the speaker and appropriateness for the audience, as demonstrated by the pupil's ability to:~~

~~———— 1) Determine the purposes for listening, such as to obtain information, to solve problems or to provide enjoyment;~~

~~———— (2) Listen and respond to public presentations and a variety of media;~~

~~———— (3) Distinguish generally among different dialects; and~~

~~———— (4) Follow two-step oral directions to complete a task.]~~

3. For the area of listening;

(a) Listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness, as demonstrated by the pupil's ability to:

(1) Listen for a variety of purposes including:

(I). Gaining information;

(II). Being entertained; and

(III). Understanding directions.

(2) With assistance, listen for and identify:

(I). Main idea;

(II). Purpose;

(III). Messages;

(IV). Mood; and

(V). Tone.

(3) With assistance, listen to and retell ideas with supporting detail;

(4) With assistance, listen to and summarize ideas and supporting details;

(5) Listen to and respond to oral communication;

(6) Expand vocabulary through listening;

(7) Listen for and identify dialect;

(8) Listen for and identify the use of formal and informal language;

(9) With assistance, listen for and identify social and academic language;

(10) Actively listen to a speaker;

(11) Listen to and participate in conversations.

~~[4. For the area of research, formulate research questions and use a variety of sources to obtain information, weigh the evidence, draw valid conclusions and present findings, as demonstrated by the pupil's ability to:~~

~~(a) Formulate questions to explore areas of interest;~~

~~(b) Obtain information from reference materials and available technology to answer questions; and~~

~~(c) Present the findings of the research by using media that is available.]~~

4. For the area of speaking:

(b) Speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Participate in discussions to offer information, clarify ideas, and support a position, as demonstrated by the pupil's ability to:

(1) Give directions to complete tasks;

(2) Ask questions to clarify directions;

(3) Use precise language to describe:

(I). Feelings;

(II). Experiences;

(III). Observations; and

- (IV). *Ideas.*
- (4) *With assistance, apply Standard English to communicate ideas;*
- (5) *Speak clearly with prosody;*
- (6) *With assistance, use public speaking techniques to deliver presentations with appropriate:*
 - (I). *Volume;*
 - (II). *Eye contact;*
 - (III). *Enunciation;*
 - (IV). *Posture;*
 - (V). *Expressions;*
 - (VI). *Audience; and*
 - (VII). *Purpose.*
- (7) *Communicate information by maintaining a clear focus;*
- (8) *With assistance, communicate information in a logical sequence;*
- (9) *Communicate statements that express an opinion;*
- (10) *Participate in group discussions following the turn-taking process;*
- (11) *Ask relevant questions to clarify and gather information;*
- (12) *Demonstrate phonemic awareness of spoken words through:*
 - (I). *Matching;*
 - (II). *Isolating;*
 - (III). *Blending;*
 - (IV). *Segmenting;*
 - (V). *Deleting; and*
 - (VI). *Substituting.*

Third Grade

NAC 389.246 English language arts. (NRS 385.080, 385.110, 389.0185, 389.520) By the ~~end~~ beginning of the third grade, pupils must know and be able to do everything required in the previous grades for courses in English language arts offered in public schools. Instruction in the third grade in English language arts must be designed so that pupils meet the following performance standards by the completion of the third grade:

1.. For the area of reading:

(a) Know and use *word analysis* skills and strategies ~~[of word analysis]~~ to comprehend new words encountered in text and *to develop vocabulary*, as demonstrated by the pupil's ability to:

~~[(1) Apply knowledge of word families, phonics and structural elements to determine the meanings of unfamiliar words in context;]~~

(1) Decode words in text using phonics and structural analysis through:

- (I). *Short/long vowels;*
- (II). *Digraphs;*
- (III). *Diphthongs;*
- (IV). *Base words;*
- (V). *Suffixes;*
- (VI). *Prefixes; and*
- (VII). *Compound words.*

~~[(2) Apply knowledge of prefixes, suffixes, roots and base words with minimal assistance from the teacher to determine the meanings of words in context;]~~

(2) Decode words in text using phonics and structural analysis through:

- (I). Blends;*
- (II). Word families;*
- (III). Spelling patterns; and*
- (IV). Syllables.*

~~[(3) Use dictionaries, glossaries and other resource materials to determine the meanings of words;]~~

(3) Comprehend, build, and extend vocabulary using:

- (I). Syntax;*
- (II). Parts of speech; and*
- (III). Homographs.*

~~[(4) Develop and communicate an expanded vocabulary through the use of synonyms, antonyms, homophones and homographs;]~~

(4) Comprehend, build, and extend vocabulary using:

- (I). Homophones;*
- (II). Synonyms;*
- (III). Antonyms;*
- (IV). Context clues; and*
- (V). Structural analysis.*

~~[(5) Read familiar or independently chosen grade level text with fluency, accuracy, intonation and expression; and]~~

(5) Apply alphabetic order to locate words using the first and second letters of each word;

~~[(6) Alphabetize words consistently.]~~

(6) Use resources to find and/or confirm meaning of unknown words encountered in text;

(7) With assistance, identify connotative and denotative meaning in text;

(8) Build vocabulary using:

- (I). Pictures; and*
- (II). Symbols.*

(9) Apply knowledge of high frequency words in text to build fluency and comprehension;

(10) With assistance, identify content-specific vocabulary in text;

(11) Read aloud with a focus on:

- (I). Prosody;*
- (II). Accuracy;*
- (III). Automatically; and*
- (IV). Reading rate.*

~~[(b) Use skills and strategies of reading process to build comprehension, as demonstrated by the pupil's ability to:]~~

(b) Use reading process skills and strategies to build comprehension, as demonstrated by the pupil's ability to:

~~[(1) Apply prereading strategies with a variety of texts, such as stories, poems and novels;]~~

(1) Use before reading strategies based on text and purpose to:

- (I). *Preview text;*
- (II). *Access prior knowledge;*
- (III). *Build background knowledge;*
- (IV). *Set purpose for reading;*
- (V). *Make predictions;*
- (VI). *Determine reading rate; and*
- (VII). *Determine text type.*

~~[(2) Apply self-correcting strategies, such as self-questioning and rereading to understand text;]~~

(2) Use during reading strategies based on text and purpose to:

- (I). *Use self-correcting strategies;*
- (II). *Make, confirm, and revise predictions;*
- (III). *Understand and use key vocabulary;*
- (IV). *Identify main idea and supporting details;*
- (V). *Make inferences;*
- (VI). *Adjust reading rate; and*
- (VII). *Apply knowledge of text type.*

~~[(3) Organize essential points of text and make revised predictions while reading;]~~

(3) With assistance, select after reading strategies based on text and purpose to:

- (I). *Recall details;*
- (II). *Restate main ideas;*
- (III). *Organize information;*
- (IV). *Record information;*
- (V). *Synthesize text;*
- (VI). *Evaluate text; and*
- (VII). *Evaluate the effectiveness of reading strategies.*

~~[(4) Restate facts and details of text to share information and organize ideas; and~~

~~(5) Adjust the rate of reading as appropriate for the level of difficulty of the text.~~

~~————(c) Read to comprehend, interpret and evaluate literature from a variety of authors, cultures and times, as demonstrated by the pupil's ability to:]~~

(c) Read literary text to comprehend, interpret, and evaluate authors, cultures, and times, as demonstrated by the pupil's ability to:

~~[(1) Compare one or more elements of a story and points of view in a variety of works by a variety of authors from different times and cultures;]~~

(4) Describe:

- (I). *Setting;*
- (II). *Sequence of events;*
- (III). *Conflict; and*
- (IV). *Resolution*

~~[(2) With minimal assistance from the teacher, make inferences about the traits of characters and check text for verification;]~~

(5) With assistance, identify

- (I). *Climax; and*
- (II). *Turning point.*

~~[(3) With minimal assistance from the teacher, identify and compare themes or messages in text;]~~

(6) Identify how one event may cause another event;

~~[(4) Identify a simile, metaphor, onomatopoeia and hyperbole in text; and]~~

(7) *Make inferences and draw conclusions about setting and plot based on evidence;*

~~[(5) Read and identify stories, plays, poetry and nonfiction selections]~~

(8) *Describe physical and personality traits;*

(9) *Describe the motivation for a character's actions;*

(10) *With assistance, identify the protagonist and antagonist;*

(11) *Make inferences and draw conclusions about a character(s) based on evidence;*

(12) *Explain the main idea supported by evidence;*

(13) *With assistance, identify theme;*

(14) *Identify a lesson learned based on events and/or a character's actions;*

(15) *Identify first-person point of view;*

(16) *With assistance, identify third-person limited point of view;*

(17) *Identify examples of:*

(I). *Imagery;*

(II). *Similes; and*

(III). *Personification.*

(18) *Identify the effects of rhythm and rhyme on text;*

(19) *Identify idioms;*

(20) *Identify:*

(I). *Alliteration;*

(II). *Sensory words;*

(III). *Dialect; and*

(IV). *Slang.*

(21) *With assistance, identify:*

(I). *Metaphors; and*

(II). *Hyperbole.*

(22) *With assistance, identify the use of formal and informal language;*

(23) *Identify words and phrases that reveal tone;*

(24) *Compare text from different:*

(I). *Cultures; and*

(II). *Time periods.*

(25) *Make and revise predictions based on evidence;*

(26) *Make connections to self, other texts, and/or the world;*

(27) *Use information to answer specific questions;*

(28) *With assistance, summarize information.*

~~[(d) Read to comprehend, interpret and evaluate informational texts for specific purposes, as demonstrated by the pupil's ability to:]~~

(d) Read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes, as demonstrated by the pupil's ability to:

~~[(1) Identify relevant information from the text:]~~

(1) Identify the purpose of and gain information from:

(I). *Illustrations;*

(II). *Graphs;*

(III). *Charts;*

(IV). *Titles;*

- (V). *Text boxes;*
- (VI). *Diagrams;*
- (VII). *Headings; and*
- (VIII). *Maps.*

~~[(2) With minimal assistance from the teacher, distinguish between cause and effect, fact and opinion, and main idea and supporting detail;]~~

- (2) *Identify the purpose of and gain information from:*
 - (I). *Table of contents;*
 - (II). *Glossaries; and*
 - (III). *Indices.*

~~[(3) With some assistance from the teacher, ask questions and provide support for answers by connecting prior knowledge with literal and inferential information in text;]~~

- (3) *Identify and explain the use of:*
 - (I). *Bold-faced words;*
 - (II). *Underlined words;*
 - (III). *Highlighted words; and*
 - (IV). *Italicized words.*

~~[(4) With minimal assistance from the teacher, draw conclusions about text and support the conclusions with evidence from the text and experience; and]~~

- (4) *Identify and explain the use of :*
 - (I). *Abbreviations; and*
 - (II). *Acronyms.*

~~[(5) With minimal assistance from the teacher, read and follow three and four step directions to complete a simple task.]~~

- (5) *Identify:*
 - (I). *Dialect; and*
 - (II). *Slang.*
- (6) *With assistance, identify:*
 - (I). *Alliteration; and*
 - (II). *Informal and formal language.*
- (7) *Identify metaphors;*
- (8) *With assistance, identify:*
 - (I). *Idioms;*
 - (II). *Similes; and*
 - (III). *Personification.*
- (9) *Identify words and phrases that reveal tone;*
- (10) *Identify persuasive and propaganda techniques;*
- (11) *With assistance, identify how language creates:*
 - (I). *Persuasion; and*
 - (II). *Propaganda.*
- (12) *Explain the topic supported by evidence;*
- (13) *With assistance, identify theme;*
- (14) *With assistance, distinguish theme from topic;*
- (15) *Describe sequential and/or chronological order;*
- (16) *Identify a cause and its effect on events and/or relationships;*
- (17) *Identify a problem and its solution;*

- (18) *Identify a main idea based on evidence;*
- (19) *With assistance, trace the development of an author's argument, viewpoint, or perspective;*
- (20) *Compare texts from different:*
 - (I). *Cultures; and*
 - (II). *Time periods.*
- (21) *Make connections to self, other texts, and/or the world;*
- (22) *Use information to answer specific questions;*
- (23) *With assistance, develop hypotheses based on information;*
- (24) *With assistance, summarize information;*
- (25) *Make and revise predictions based on evidence;*
- (26) *Make inferences and draw conclusions based on evidence;*
- (27) *Distinguish between fact and opinion;*
- (28) *Read and follow directions to complete tasks.*

2. For the area of writing:

(a) Write a variety of texts *utilizing the writing process* ~~[that inform, persuade, describe, evaluate or tell a story and are appropriate to the purpose and audience]~~, as demonstrated by the pupil's ability to:

- ~~(1) Use at least three sources to write informative papers;~~
- ~~(2) Write narratives, stories, responses to literature, and personal and business letters using appropriate organization and format;~~
- ~~(3) Write stories that develop sequentially and contain sufficient detail;~~
- ~~(4) Write compositions that retell the events in a story in sequence; and~~
- ~~(5) Write short expository stories.~~

(b) ~~Write with a clear focus and logical development, evaluating, revising and editing for organization, style, tone and choice of words, as demonstrated by the pupil's ability to:~~

- ~~(1) With minimal assistance from the teacher, use the steps of the writing process, such as prewriting, drafting, revising, editing and sharing;~~
- ~~(2) Write simple compositions that include a topic sentence, supporting sentences and details;~~
- ~~(3) Revise and edit written drafts for order of ideas and use of standard English; and~~
- ~~(4) Demonstrate effective use of tone by using appropriate words for given audiences.~~

(c) ~~Write using standard English grammar, usage, punctuation, capitalization and spelling, as demonstrated by the pupil's ability to:~~

- ~~(1) Compose simple sentences using correct subject and verb agreement and correct use of past, present and future verb tenses;~~
- ~~(2) Write declarative, interrogative, imperative and exclamatory sentences;~~
- ~~(3) Use quotation marks in dialogue and correct punctuation for writing the name of a city, state, date and title of a book;~~
- ~~(4) Use correct capitalization and spelling; and~~
- ~~(5) Create readable and legible compositions in a standard format].~~

- (1) *Use prewriting strategies to plan written work;*
- (2) *Choose and narrow a topic to organize ideas;*
- (3) *Explore a topic to plan written work;*
- (4) *Draft paragraphs about a single topic that address:*
 - (I). *Audience;*
 - (II). *Purpose; and*

- (III). *Supporting details.*
- (5) *With assistance, draft multiple paragraph papers about a single topic that address:*
 - (I). *Introductions; and*
 - (II). *Conclusions.*
- (6) *With assistance, revise drafts for:*
 - (I). *Organization;*
 - (II). *Focused ideas;*
 - (III). *Voice;*
 - (IV). *Audience;*
 - (V). *Purpose;*
 - (VI). *Relevant details;*
 - (VII). *Word choice; and*
 - (VIII). *Sentence fluency.*
- (7) *Edit paragraphs to ensure correct spelling of:*
 - (I). *High frequency words;*
 - (II). *Content words; and*
 - (III). *Patterned words.*
- (8) *Edit capitalization for:*
 - (I). *Beginnings of sentences;*
 - (II). *Months;*
 - (III). *Days of the week;*
 - (IV). *Proper nouns;*
 - (V). *Initials; and*
 - (VI). *Titles.*
- (9) *With assistance, edit capitalization for abbreviations;*
- (10) *Edit punctuation for:*
 - (I). *End punctuation;*
 - (II). *Commas; and*
 - (III). *Apostrophes.*
- (11) *With assistance, edit punctuation for quotation marks;*
- (12) *Edit for correct use of:*
 - (I). *Nouns;*
 - (II). *Verbs;*
 - (III). *Pronouns;*
 - (IV). *Adjectives;*
 - (V). *Subject/verb agreement; and*
 - (VI). *Verb tenses.*
- (13) *With assistance, edit for correct use of adverbs;*
- (14) *Edit sentences for:*
 - (I). *Complete sentences; and*
 - (II). *Combining sentences.*
- (15) *With assistance, edit sentences for:*
 - (I). *Compound sentences; and*
 - (II). *Complex sentences.*
- (16) *Prepare a legible final draft to display or share.*

(b) Write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose, as demonstrated by the pupil's ability to:

(17) Write paragraphs which include:

(I). A topic sentence;

(II). Supporting details; and

(III). A concluding statement.

(18) With assistance, write multiple-paragraph papers which include:

(I). Beginning, middle, and end; and

(II). A thesis statement.

(19) Write paragraphs about experiences and/or events appropriate to audience and purpose that include:

(I). Logical sequence;

(II). Character; and

(III). Setting.

(20) With assistance, write paragraphs about experiences and/or events appropriate to audience and purpose that include:

(I). Plot; and

(II). Dialogue.

(21) Write poetry;

(22) Write responses to literary text;

(23) With assistance, summarize information;

(24) With assistance, write responses that demonstrate an understanding of setting;

(25) Write responses to expository text;

(26) With assistance, write responses that use specific details from text;

(27) Write an opinion statement;

(28) With assistance, write persuasive paragraphs that include supporting evidence;

(29) With assistance, write persuasive essays and compositions that include supporting evidence;

(30) Write friendly letters following an established format;

(31) Write directions to complete tasks;

(32) Write research papers by:

(I). Formulating and recording questions;

(II). Identifying and collecting information;

(III). Recording information from sources;

(IV). Organizing collected information; and

(V). Documenting sources.

(33) With assistance, summarize information.

3. For the areas of listening ~~and speaking:~~

~~(a) Listen to a speaker and evaluate oral communications for content, style, purpose of the speaker and appropriateness for the audience, as demonstrated by the pupil's ability to:~~

~~(1) Retell and explain what has been said by a speaker;~~

~~(2) Listen to make connections between prior experiences, insights and ideas and the message of the speaker;~~

~~(3) Identify language, sayings and dialects that reflect regions and cultures; and~~

~~4) Follow three- and four-step oral directions to complete a simple task.~~

~~(b) Speak using organization, style, tone, voice and media aids appropriate to audience and purpose, as demonstrated by the pupil's ability to:~~

~~(1) Use standard English to communicate ideas in a variety of tasks;~~

~~(2) Use appropriate techniques in public speaking and give organized and sequential presentations;~~

~~(3) Read aloud and recite prose and poetry with fluency, rhythm, pace, appropriate intonation and vocal patterns; and~~

~~(4) Give clear three and four step directions to complete a simple task.~~

~~(c) Participate in discussions to offer information, clarify ideas and support a position, as demonstrated by the pupil's ability to:~~

~~(1) Speak, listen attentively and respond to questions with relevant detail in conversations and group discussions;~~

~~(2) Share ideas and information to complete a task; and~~

~~(3) Distinguish the difference between the opinion of the speaker and the facts]~~

(a) Listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness, as demonstrated by the pupil's ability to:

(1) Listen for a variety of purposes including:

(I). Gaining information;

(II). Being entertained; and

(III). Understanding directions.

(2) Listen for and identify:

(I). Main idea;

(II). Purpose;

(III). Messages;

(IV). Mood; and

(V). Tone.

(3) Listen to and retell ideas with supporting details;

(4) With assistance, listen to and distinguish fact from opinion;

(5) With assistance, listen to and summarize ideas and supporting details;

(6) Listen to and respond to oral communication;

(7) With assistance, listen to and evaluate content of oral communications;

(8) Expand vocabulary through listening;

(9) Listen for and identify dialect;

(10) Listen for and identify the use of formal and informal language;

(11) With assistance, listen for and identify social and academic language;

(12) Actively listen to a speaker;

(13) Listen to and participate in conversations;

(14) With assistance, listen to and evaluate constructive feedback;

(15) With assistance, provide constructive feedback.

~~[4. For the area of research, formulate research questions and use a variety of sources to obtain information, weigh the evidence, draw valid conclusions and present findings, as demonstrated by the pupil's ability to:~~

~~(a) Formulate questions to investigate topics;~~

~~(b) Use a variety of resources, including, without limitation, resources available at the library, technological resources and print and non print resources to find and record information on a topic;~~

~~(c) Give appropriate credit for the ideas, images and information attributable to other persons by providing a list of sources; and]~~

4. For the area of speaking:

(a) *Speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Participate in discussions to offer information, clarify ideas, and support a position, as demonstrated by the pupil's ability to:*

- (1) *Give directions to complete tasks;*
- (2) *Ask questions to clarify directions;*
- (3) *Use precise language to describe:*
 - (I). *Feelings;*
 - (II). *Experiences;*
 - (III). *Observations; and*
 - (IV). *Ideas.*
- (4) *Apply Standard English to communicate ideas;*
- (5) *Speak clearly with prosody;*
- (6) *Use public speaking techniques to deliver presentations with appropriate:*
 - (I). *Prosody;*
 - (II). *Volume;*
 - (III). *Eye contact;*
 - (IV). *Enunciation;*
 - (V). *Posture;*
 - (VI). *Expressions;*
 - (VII). *Audience; and*
 - (VIII). *Purpose.*
- (7) *Communicate information by:*
 - (I). *Maintaining a clear focus; and*
 - (II). *Following a logical sequence.*
- (8) *With assistance, communicate information by illustrating information with media aids;*
- (9) *Communicate statements that express an opinion;*
- (10) *With assistance, defend a position using evidence;*
- (11) *Contribute to conversations and discussions about a given topic;*
- (12) *Respond to conversations and discussions about a given topic;*
- (13) *Ask relevant questions to clarify information;*
- (14) *With assistance, take a leadership role in conversations and discussions*

4th grade

NAC 389.293 English language arts. (NRS 385.080, 385.110, 389.0185, 389.520)

By the ~~end~~ *beginning* of the fourth grade, pupils must know and be able to do everything required in the previous grades for courses in English language arts offered in public schools. Instruction in the fourth grade in English language arts must be designed so that pupils meet the following performance standards by the completion of the fourth grade:

1. For the area of reading:

(a) Know and use *word analysis* to comprehend new words encountered in text, *and to develop vocabulary* as demonstrated by the pupil's ability to:

~~[(1) Use phonics, structural elements and syntax to determine the meaning of unfamiliar words in context;]~~

(1) Decode words in text using phonics and structural analysis through:

- (I). Base words;*
- (II). Suffixes;*
- (III). Prefixes; and*
- (IV). Compound words.*

~~[(2) Identify and use common prefixes, suffixes, and roots or base words derived from Greek and Latin to determine the meanings of words in context;]~~

(2) Decode words in text using phonics and structural analysis through:

- (I). Short/long vowels;*
- (II). Digraphs;*
- (III). Diphthongs;*
- (IV). Blends;*
- (V). Word families;*
- (VI). Spelling patterns; and*
- (VII). Syllables.*

~~[(3) Use dictionaries and glossaries to determine meaning, pronunciation, syllabication and derivation of unknown words; and]~~

(3) Comprehend, build, and extend vocabulary using:

- (I). Syntax;*
- (II). Parts of speech; and*
- (III). Homographs.*

~~[(4) Use vocabulary and context clues to determine meanings of unknown words.]~~

(4) Comprehend, build, and extend vocabulary using:

- (I). Homophones;*
- (II). Synonyms;*
- (III). Antonyms;*
- (IV). Context clues; and*
- (V). Structural analysis.*

(5) Apply alphabetic order to locate words in resources;

(6) Use resources to find and/or confirm meaning of unknown words encountered in text;

(7) With assistance, use resources to confirm word origins;

(8) Identify connotative and denotative meaning in text;

(9) Build vocabulary using:

- (I). Pictures; and*
- (II). Symbols.*

(10) Apply knowledge of high frequency words in text to build fluency and comprehension;

(11) Identify content-specific vocabulary in text;

(12) Read fluently aloud and/or silently with a focus on:

- (I). Prosody;*
- (II). Accuracy;*
- (III). Automaticity; and*
- (IV). Reading rate.*

~~[(b) Use skills and strategies of reading process to build comprehension, as demonstrated by the pupil's ability to:]~~

(b) Use reading process skills and strategies to build comprehension, as demonstrated by the pupil's ability to:

~~[(1) Use graphic organizers to access prior knowledge, predict, preview and set a purpose to aid comprehension;]~~

(1) Select before reading strategies appropriate to text and purpose to:

- (I). Preview text;*
- (II). Access prior knowledge;*
- (III). Build background knowledge;*
- (IV). Set purpose for reading;*
- (V). Make predictions;*
- (VI). Determine reading rate; and*
- (VII). Determine text type.*

~~[(2) Select and use self-correcting strategies to gain meaning from text;]~~

(2) Select during reading strategies appropriate to text and purpose to:

- (I). Use self-correcting strategies;*
- (II). Make, confirm, and revise predictions;*
- (III). Understand and use key vocabulary;*
- (IV). Identify main idea and supporting details;*
- (V). Make inferences;*
- (VI). Adjust reading rate; and*
- (VII). Apply knowledge of text type.*

~~[(3) Use skills and strategies of summarizing, paraphrasing, outlining and drawing conclusions to aid comprehension; and]~~

(3) Select after reading strategies appropriate to text and purpose to:

- (I). Recall details;*
- (II). Restate main ideas;*
- (III). Organize information;*
- (IV). Record information;*
- (V). Synthesize text;*
- (VI). Evaluate text; and*
- (VII). Evaluate the effectiveness of reading strategies.*

~~[(4) Adjust reading rate to suit difficulty and type of text.]~~

(c) Read literary *text to comprehend*, interpret and evaluate ~~[(literature from a variety of]~~ authors, cultures and times, as demonstrated by the pupil's ability to:

(1) Explain:

- (I). Setting;*
- (II). Sequence of events;*
- (III). Conflict;*
- (IV). Climax;*
- (V). Resolution; and*
- (VI). Turning point.*

~~[(2) Use text to verify inferences and predictions about conflicts and resolutions and character comparisons; and]~~

(2) With assistance, describe internal and external conflict;

~~[(3) Identify cultural influences in literature;]~~

(3) With assistance, identify and discuss main plot and subplots;

~~[(4) Identify themes in a variety of reading selections;]~~

(4) *Identify how one event may cause another event*

~~[(5) Locate figurative language in text; and]~~

(5) *Describe physical and personality traits;*

~~[(6) Identify structures of stories, plays, poetry and nonfiction selections.]~~

(6) *Describe the motivation for a character's actions;*

(7) *Make inferences and draw conclusions about a character(s) based on evidence;*

(8) *Explain the main idea supported by evidence;*

(9) *Identify theme;*

(10) *Identify a lesson learned based on events and/or a character's actions;*

(11) *Identify first-person point of view;*

(12) *Identify third-person limited point of view;*

(13) *With assistance, identify third-person omniscient point of view;*

(14) *Explain how the author uses:*

(I). *Imagery;*

(II). *Similes;*

(III). *Personification; and*

(IV). *Metaphors.*

(15) *Identify the effects of rhythm and rhyme on text;*

(16) *Explain how the author uses:*

(I). *Idioms;*

(II). *Alliteration;*

(III). *Sensory words;*

(IV). *Hyperbole;*

(V). *Dialect;*

(VI). *Slang;*

(VII). *Formal language; and*

(VIII). *Informal language.*

(17) *Identify words and phrases that reveal tone;*

(18) *With assistance, explain how words and phrases create tone and mood;*

(19) *With assistance, identify examples of irony;*

(20) *Compare text from different:*

(I). *Cultures; and*

(II). *Time periods.*

(21) *With assistance, explain the influence of historical events;*

(22) *With assistance, explain the influence of cultures;*

(23) *With assistance, explain the influence of time periods;*

(24) *Make and revise predictions based on evidence;*

(25) *Make connections to self, other texts, and/or the world;*

(26) *Use information to answer specific questions;*

(27) *Summarize information.*

~~[(d) Read to comprehend, interpret and evaluate informational texts for specific purposes, as demonstrated by the pupil's ability to:]~~

(d) Read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes, as demonstrated by the pupil's ability to:

~~[(1) Use information from titles, tables of contents, chapter headings, glossaries, indexes, diagrams, charts and maps to comprehend text;]~~

(1) Identify the purpose of and gain information from:

- (I). Illustrations;*
- (II). Graphs;*
- (III). Charts;*
- (IV). Titles;*
- (V). Text boxes;*
- (VI). Diagrams;*
- (VII). Headings; and*
- (VIII). Maps.*

~~[(2) Compare main ideas and important concepts of various text]~~

(2) Identify the purpose of and gain information from:

- (I). Table of contents;*
- (II). Glossaries; and*
- (III). Indices.*

~~[(3) Develop hypotheses based upon prior knowledge and information from text;]~~

(3) Identify and explain the use of:

- (I). Bold-faced words;*
- (II). Underlined words;*
- (III). Highlighted words; and*
- (IV). Italicized words.*

~~[(4) Draw conclusions about text and support them with evidence from a variety of sources;]~~

(4) Identify and explain the use of:

- (I). Abbreviations; and*
- (II). Acronyms.*

~~[(5) Identify authors' purposes for writing; and]~~

(5) Identify:

- (I). Dialect;*
- (II). Slang;*
- (III). Alliteration;*
- (IV). Informal and formal language; and*
- (V). Idioms.*

~~[(6) Read and follow multistep directions to complete a task.]~~

(6) Explain:

- (I). Idioms;*
- (II). Similes; and*
- (III). Personification.*

(7) With assistance, explain how analogies are used;

(8) Identify words and phrases that reveal tone;

(9) Explain how language clarifies ideas and concepts;

(10) Identify persuasive and propaganda techniques;

(11) With assistance, identify how language creates:

- (I). Persuasion; and*

(II). Propaganda.

- (12) With assistance, explain how an author uses concrete examples to explain abstract ideas;*
- (13) Distinguish theme from topic;*
- (14) Identify theme;*
- (15) With assistance, describe the importance of sequential and/or chronological order;*
- (16) Describe sequential and/or chronological order;*
- (17) Explain a cause and its effect on events and/or relationships;*
- (18) With assistance, analyze a cause and its effect on events and/or relationships in a text;*
- (19) Explain a problem and its solution;*
- (20) Describe a main idea based on evidence;*
- (21) With assistance, compare events;*
- (22) With assistance, trace the development of an author's argument, viewpoint, or perspective;*
- (23) Compare texts from different:
 - (I). Cultures; and*
 - (II). Time periods.**
- (24) With assistance, explain the influence of historical events and cultures;*
- (25) Make connections to self, other texts, and/or the world;*
- (26) Use information to answer specific questions;*
- (27) With assistance, develop hypotheses based on information;*
- (28) Summarize information;*
- (29) Make and revise predictions based on evidence;*
- (30) Make inferences and draw conclusions based on evidence;*
- (31) With assistance, analyze the accuracy of facts;*
- (32) Distinguish between fact and opinion;*
- (33) Read and follow directions to complete tasks or procedures.*

2. For the area of writing:

~~[(a) Write a variety of texts that inform, persuade, describe, evaluate or tell a story and are appropriate to purpose and audience, as demonstrated by the pupil's ability to:]~~

(a) Write a variety of texts using the writing process, as demonstrated by the pupil's ability to:

~~[(1) Write informative papers with a clear focus using several types of sources;]~~

(1) Use prewriting strategies to plan written work;

~~[(2) Write organized and appropriately formatted letters and invitations;]~~

(2) Choose and narrow a topic to organize ideas;

~~[(3) Write a sequential narrative or story that includes details to develop plot, characters and setting; and]~~

(3) Explore a topic to plan written work;

~~[(4) Write responses to literary selections, using supporting details from the selection.]~~

(4) Draft paragraphs about a single topic that address:

(I). Audience;

(II). Purpose;

(III). Supporting details;

- (IV). *Introduction; and*
- (V). *Conclusion.*
- (5) *With assistance, draft multiple-paragraph papers about a single topic that address transitions;*
- (6) *Revise drafts for:*
 - (I). *Organization;*
 - (II). *Focused ideas;*
 - (III). *Voice;*
 - (IV). *Audience;*
 - (V). *Purpose;*
 - (VI). *Relevant details;*
 - (VII). *Word choice; and*
 - (VIII). *Sentence fluency.*
- (7) *Edit paragraphs and compositions to ensure correct spelling of:*
 - (I). *High frequency words;*
 - (II). *Content words; and*
 - (III). *Patterned words.*
- (8) *Edit capitalization for:*
 - (I). *Beginnings of sentences;*
 - (II). *Months;*
 - (III). *Days of the week;*
 - (IV). *Proper nouns;*
 - (V). *Initials;*
 - (VI). *Titles; and*
 - (VII). *Abbreviations.*
- (9) *Edit punctuation for:*
 - (I). *End punctuation;*
 - (II). *Commas;*
 - (III). *Apostrophes; and*
 - (IV). *Quotation marks.*
- (10) *With assistance, edit punctuation for:*
 - (I). *Abbreviations; and*
 - (II). *Colons.*
- (11) *Edit for correct use of:*
 - (I). *Nouns;*
 - (II). *Verbs;*
 - (III). *Pronouns;*
 - (IV). *Adjectives;*
 - (V). *Subject/verb agreement;*
 - (VI). *Verb tenses; and*
 - (VII). *Adverbs.*
- (12) *With assistance, edit for correct use of:*
 - (I). *Clauses;*
 - (II). *Phrases; and*
 - (III). *Pronoun/antecedent agreement.*
- (13) *Edit sentences for:*

- (I). Complete sentences;*
- (II). Combining sentences;*
- (III). Compound sentences; and*
- (IV). Complex sentences.*

(14) With assistance, edit sentences for the elimination of:

- (I). Fragments; and*
- (II). Run-ons.*

(15) Prepare a legible final draft to display or share;

(16) With assistance, select a publishing format appropriate to the audience and purpose.

~~[(b) Write with a clear focus and logical development, evaluating, revising and editing for organization, style, tone and choice of words, as demonstrated by the pupil's ability to]~~

(b) Write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose, as demonstrated by the pupil's ability to:

~~[(1) Generate ideas for writing through discussions and individual activities;]~~

(14) Write paragraphs which include:

- (I). A topic sentence;*
- (II). Supporting details;*
- (III). A concluding statement; and*
- (IV). A beginning, middle, and end.*

~~[(2) Use sequencing and classifying to organize ideas;]~~

(15) With assistance, write multiple-paragraph papers which include:

- (I). A thesis statement; and*
- (II). Transitions.*

~~[(3) Write compositions of at least one paragraph with a main idea and supporting details;]~~

(16) Write multiple-paragraph papers about experiences and/or events appropriate to audience and purpose that include:

- (I). Logical sequence;*
- (II). Characters;*
- (III). Setting;*
- (IV). Plot; and*
- (V). Dialogue.*

~~[(4) Revise a draft to improve meaning and focus of writing by adding or deleting words, sentences and ideas;]~~

(17) With assistance, write multiple-paragraph papers about experiences and/or events appropriate to audience and purpose that include:

- (I). Figurative language; and*
- (II). Sensory details.*

~~[(5) Edit for use of standard English; and]~~

(18) Write poetry;

~~[(6) Produce writing with a voice that shows awareness of an intended audience and purpose.]~~

(19) Write responses that demonstrate an understanding of setting;

(20) Summarize information;

(21) With assistance, write responses that demonstrate an understanding of character development and motivation;

- (22) *Write responses that use specific details from text;*
- (23) *With assistance, write responses that analyze the elements of exposition and their effects on text;*
- (24) *Write persuasive paragraphs that include supporting evidence;*
- (25) *With assistance, write persuasive essays and compositions that include:*
 - (I). *A thesis statement;*
 - (II). *Supporting evidence; and*
 - (III). *Relevant evidence.*
- (26) *Write friendly letters following an established format;*
- (27) *With assistance, write business and professional letters using an established format;*
- (28) *With assistance, write a variety of communications in appropriate formats;*
- (29) *Write directions to complete tasks or procedures;*
- (30) *Write research papers by:*
 - (I). *Formulating and recording questions;*
 - (II). *Identifying and collecting information;*
 - (III). *Recording information from sources;*
 - (IV). *Paraphrasing and summarizing information;*
 - (V). *Organizing collected information; and*
 - (VI). *Documenting sources.*
- (31) *With assistance, demonstrate an understanding of the difference between original works and plagiarized works.*

~~[(c) Write using standard English grammar, usage, punctuation, capitalization and spelling, as demonstrated by the pupil's ability to:~~

- ~~(1) Identify and correctly use pronoun and antecedent agreement, subject and verb agreement, and verb tenses in writing simple, compound and complex sentences;~~
- ~~(2) Write compound and complex sentences;~~
- ~~(3) Use correct punctuation in compound sentences;~~
- ~~(4) Use irregular and plural possessives;~~
- ~~(5) Use rules of capitalization;~~
- ~~(6) Use correct spelling of frequently used words; and~~
- ~~(7) Use various spelling strategies and high frequency spelling rules].~~

3. For the areas of listening ~~[and speaking]:~~

(a) Listen to and evaluate oral communications for content, style, purpose of the speaker and appropriateness for the audience, as demonstrated by the pupil's ability to:

~~[(1) Listen to, identify and interpret a speaker's verbal and nonverbal messages and distinguish fact from opinion;]~~

- (1) Listen for a variety of purposes including:*
 - (I). Gaining information*
 - (II). Being entertained; and*
 - (III) Understanding directions.*

~~[(2) Recognize that language and dialect usage vary in different contexts, regions and cultures; and]~~

- (2) Listen for and identify:*
 - (I). Main idea;*
 - (II). Purpose;*

- (III). Messages;
- (IV). Mood; and
- (V). Tone.

~~[(3) Follow oral directions to complete a complex task].~~

- (3) Listen to and summarize ideas and supporting detail;
- (4) Listen to and distinguish fact from opinion;
- (5) With assistance, listen for and identify persuasive techniques;
- (6) Listen to and evaluate content of oral communications;
- (7) With assistance, listen to and evaluate oral communications for:
 - (I). Delivery;
 - (II). Point of view; and
 - (III). Ideas.
- (8) Expand vocabulary through listening;
- (9) Listen for and identify dialect and slang;
- (10) Listen for and identify the use of formal and informal language;
- (11) Actively listen to a speaker;
- (12) Listen to and participate in conversations;
- (13) Listen to and evaluate constructive feedback;
- (14) Provide constructive feedback;
- (15) With assistance, focus attention to solve problems by identifying, synthesizing, and evaluating data.

4. For the area of speaking:

- (c) Speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Participate in discussions to offer information, clarify ideas, and support a position, as demonstrated by the pupil's ability to:
 - (1) Give directions to complete tasks;
 - (2) Ask questions to clarify directions;
 - (3) Use precise language to describe:
 - (I). Feelings;
 - (II). Experiences;
 - (III). Observations; and
 - (IV). Ideas.
 - (4) Apply Standard English to communicate ideas;
 - (5) Use public speaking techniques to deliver presentations with appropriate:
 - (I). Prosody;
 - (II). Volume;
 - (III). Eye contact;
 - (IV). Enunciation;
 - (V). Posture;
 - (VI). Expressions;
 - (VII). Audience; and
 - (VIII). Purpose.
 - (6) Communicate information by:
 - (III). Maintaining a clear focus;
 - (IV). Following a logical sequence; and
 - (V). Illustrating information with media aids.

- (7) *Communicate statements that express an opinion;*
- (8) *Defend a position using evidence;*
- (9) *Contribute to conversations and discussions about a given topic;*
- (10) *Respond to questions to clarify and extend ideas;*
- (11) *Ask relevant questions to clarify information;*
- (12) *With assistance, take a leadership role in conversations and discussions;*
- (13) *With assistance, distinguish between relevant and irrelevant information.*

~~[(b) Speak using organization, style, tone, voice and media aids appropriate to the audience and purpose, as demonstrated by the pupil's ability to:~~

- ~~(1) Select and use varied vocabulary, standard English and appropriate public speaking techniques to communicate ideas;~~
- ~~(2) Give organized presentations that demonstrate a clear viewpoint;~~
- ~~(3) Read aloud or recite literary, dramatic and original works; and~~
- ~~(4) Give clear and concise directions to complete a task.~~

~~(c) Participate in discussions to offer information, clarify ideas and support a position, as demonstrated by the pupil's ability to:~~

- ~~(1) Contribute to and listen attentively in conversations and group discussions;~~
- ~~(2) Ask and answer questions with relevant details to clarify ideas;~~
- ~~(3) Share ideas, opinions and information clearly and effectively; and~~
- ~~(4) Identify and express opinions and state facts.~~

~~4. For the area of research, formulate research questions and use a variety of sources to obtain information, weigh evidence, draw valid conclusions and present findings, as demonstrated by the pupil's ability to:~~

- ~~(a) Develop research questions that establish a focus and purpose for inquiry;~~
- ~~(b) Use a variety of library resources, media and technology to find information on a topic;~~
- ~~(c) Give credit for the ideas, images and information of others by listing sources used in research;]~~

- (d) Organize and record information by taking notes from print and nonprint sources; and
- (e) Present research findings for different purposes and audiences using various media.

5th grade

NAC 389.2941 English language arts. (NRS 385.080, 385.110, 389.0185, 389.520) By the ~~[end]~~ *beginning* of the fifth grade, pupils must know and be able to do everything required in the previous grades for courses in English language arts offered in public schools. Instruction in the fifth grade in English language arts must be designed so that pupils meet the following performance standards by the completion of the fifth grade:

1. For the area of reading:

(a) Know and use ~~[skills and strategies of word]~~ analysis *skills and strategies* to comprehend new words encountered in text, as demonstrated by the pupil's ability to:

~~[(1) Competently apply word attack skills to comprehend unfamiliar words in text;]~~

(1) Decode unknown words in text using structural analysis through:

- (I). Spelling patterns;*
- (II). Base words;*
- (III). Root words;*

- (IV). *Suffixes;*
- (V). *Prefixes;*
- (VI). *Syllables; and*
- (VII). *Compound words.*

~~[(2) Determine the meanings of words by applying knowledge of Greek and Latin roots and affixes, with or without dictionaries and glossaries; and]~~

(2) Comprehend, build, and extend vocabulary using:

- (I). Homographs;*
- (II). Homophones;*
- (III). Syntax;*
- (IV). Parts of speech;*
- (V). Synonyms; and*
- (VI). Antonyms.*

~~[(3) Recognize and apply clues in the context to identify unknown words in text.]~~

(3) Comprehend, build, and extend vocabulary using:

- (I). Context clues; and*
- (II). Structural analysis.*

(4) Apply alphabetic order to locate words in resources;

(5) Use resources to find and/or confirm meaning of:

- (I). Unknown words; and*
- (II). Word of origins.*

(6) With assistance, use resources to find and/or confirm meaning of:

- (I). Greek word roots; and*
- (II). Latin word roots.*

(7) Identify differences between connotative and denotative meaning in text;

(8) Build vocabulary using:

- (V). Pictures; and*
- (VI). Symbols.*

(9) Apply knowledge of high frequency words in text to build fluency and comprehension;

(10) Apply knowledge of content-specific vocabulary in text to build comprehension;

(11) Read fluently aloud and/or silently with a focus on:

- (I). Prosody;*
- (II). Accuracy;*
- (III). Automaticity; and*
- (IV). Reading rate.*

(b) Use *reading process* skills and strategies to build comprehension, as demonstrated by the pupil's ability to:

~~[(1) Apply pre-reading strategies to aid comprehension]~~

(1) Select before reading strategies appropriate to text and purpose to:

- (I). Preview text;*
- (II). Access prior knowledge;*
- (III). Build background knowledge;*
- (IV). Set purpose for reading;*
- (V). Make predictions;*
- (VI). Determine reading rate; and*

(VII). Determine text type.

~~[(2) Use a variety of skills, strategies and rates while reading to aid comprehension; and]~~

(2) Select during reading strategies appropriate to text and purpose to:

- (I). Use self-correcting strategies;*
- (II). Make, confirm, and revise predictions;*
- (III). Understand and use key vocabulary;*
- (IV). Identify main idea and supporting details;*
- (V). Make inferences;*
- (VI). Adjust reading rate; and*
- (VII). Apply knowledge of text type.*

~~[(3) Demonstrate comprehension of text through various activities such as note-taking or writing reports.]~~

(3) Select after reading strategies appropriate to text and purpose to:

- (I). Recall details;*
- (II). Restate main ideas;*
- (III). Organize information;*
- (IV). Record information;*
- (V). Synthesize text; and*
- (VI). Evaluate the effectiveness of reading strategies.*
- (VII).*

~~[(c) Read to comprehend, interpret and evaluate literature from a variety of authors, cultures and times, as demonstrated by the pupil's ability to:]~~

(4) Read literary text to comprehend, interpret, and evaluate authors, cultures, and times, as demonstrated by the pupil's ability to:

~~[(1) Identify the elements of the main plot, conflicts and themes in a variety of texts;]~~

(5) Explain:

- (I). Setting;*
- (II). Sequence of events;*
- (III). Conflict;*
- (IV). Climax;*
- (V). Resolution; and*
- (VI). Turning point.*

(2) Identify figurative language in a variety of texts;

(6) With assistance, describe plot development with a focus on:

- (I). Exposition;*
- (II). Rising action; and*
- (III). Falling action.*

(3) Compare stated and implied themes in a variety of texts;

(7) Describe internal and external conflict;

(8) Describe main plot and subplots;

(9) Describe how one event may cause another event;

(10) With assistance, explain an author's use of flashback;

(11) With assistance, explain an author's use of foreshadowing;

(12) Make inferences and draw conclusions about setting and plot based on evidence;

(13) Describe physical and personality traits;

- (14) *With assistance, identify elements of characterization;*
- (15) *Describe the motivation for a character's actions;*
- (16) *Identify the protagonist and antagonist;*
- (17) *Make inferences and draw conclusions about a character(s) based on evidence;*
- (18) *Describe a theme based on evidence;*
- (19) *Explain a lesson learned based on events and/or a character's actions;*
- (20) *Describe an example of first-person point of view;*
- (21) *Identify third-person limited point of view;*
- (22) *Identify third-person omniscient point of view;*
- (23) *With assistance, distinguish between third-person limited and third-person omniscient point of view;*
- (24) *Explain how the use of:*
 - (I). *Imagery; and*
 - (II). *Figurative language.*
- (25) *Identify the effects of rhythm and rhyme on text;*
- (26) *Explain the use of:*
 - (I). *Sound devices;*
 - (II). *Dialect;*
 - (III). *Slang;*
 - (IV). *Formal language; and*
 - (V). *Informal language.*
- (27) *Identify words and phrases that reveal tone;*
- (28) *Explain how words and phrases create mood;*
- (29) *Identify examples of irony;*
- (30) *Explain the influence of historical events;*
- (31) *Explain the influence of cultures;*
- (32) *Explain the influence of time periods;*
- (33) *With assistance, compare texts from the same historical period on a single topic;*
- (34) *Make and revise predictions based on evidence;*
- (35) *Make connections to self, other texts, and/or the world;*
- (36) *Use information to answer specific questions;*
- (37) *Summarize information.*

~~[(4) Make and defend accurate inferences about the traits and motivations of characters;~~

~~(5) Describe differences in the purpose and structure among stories, plays, poetry and nonfictional materials;~~

~~(6) Make reasonable connections between a piece of literature and the historical events and cultures portrayed; and~~

~~(7) Describe how an author's writing style influences the response of the reader to the text.~~

~~(d) Read to comprehend, interpret and evaluate informational texts for specific purposes, demonstrated by the pupil's ability to:]~~

(d) Read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes, as demonstrated by the pupil's ability to:

~~[(1) Clarify and connect main ideas and concepts and identify their relationship to other sources and topics;]~~

(1) Identify the purpose of and gain information from:

- (I). Illustrations;*
- (II). Graphs;*
- (III). Charts;*
- (IV). Titles;*
- (V). Text boxes;*
- (VI). Diagrams;*
- (VII). Headings; and*
- (VIII). Maps.*

~~[(2) Read to evaluate new information and hypotheses by comparing them to known information and ideas;]~~

(2) Identify the purpose of and gain information from:

- (I). Table of contents;*
- (II). Glossaries; and*
- (III). Indices.*

~~[(3) Draw conclusions and make inferences about text supported by evidence from the text and experience;]~~

(3) Identify and explain the use of:

- (I). Bold-faced words;*
- (II). Underlined words;*
- (III). Highlighted words; and*
- (IV). Italicized words.*

~~[(4) Identify the ideas and purposes of an author in various forms of text, including, without limitation, advertisements and public documents; and]~~

(4) Identify and explain the use of:

- (I). Abbreviations;*
- (II). Acronyms; and*
- (III). Parenthetical expressions.*

~~[(5) Read and follow multistep directions to complete a task.]~~

(5) Identify:

- (I). Dialect;*
- (II). Slang;*
- (III). Idioms; and*
- (IV) Informal and formal language*

(6) Explain:

- (I). Figurative language; and*
- (II). Analogies.*

(7) Identify words and phrases that reveal an author's tone;

(8) Explain how language clarifies ideas and concepts;

(9) Identify language used for the purpose of:

- (I). Persuasion; and*
- (II). Propaganda.*

(10) With assistance, describe how an author uses concrete examples to explain abstract ideas;

(11) Describe a theme based on evidence;

(12) Distinguish theme from topic;

- (13) *Describe the importance of sequential and/or chronological order;*
- (14) *Explain a cause and its effect on events and/or relationships;*
- (15) *Explain a problem and its solution;*
- (16) *Describe a main idea based on evidence;*
- (17) *Compare events;*
- (18) *With assistance, explain the author's use of organizational structure;*
- (19) *Trace the development of an author's argument, viewpoint, or perspective;*
- (20) *Explain the influence of historical events and cultures;*
- (21) *Explain the influence of cultures;*
- (22) *Explain the influence of time periods;*
- (23) *With assistance, compare text from the same historical period on a single topic;*
- (24) *Make connections to self, other texts, and/or the world;*
- (25) *Use information to answer specific questions;*
- (26) *Develop hypotheses based on information;*
- (27) *Summarize information;*
- (28) *Make and revise predictions based on evidence;*
- (29) *Make inferences and draw conclusions based on evidence;*
- (30) *Analyze the accuracy of facts;*
- (31) *Distinguish between fact and opinion;*
- (32) *With assistance, determine the accuracy of evidence;*
- (33) *With assistance, verify information by referencing other sources;*
- (34) *Read and follow directions to complete tasks or procedures.*

2. For the area of writing:

~~[(a) Write a variety of texts that inform, persuade, describe, evaluate or tell a story, and are appropriate to purpose and audience, as demonstrated by the pupil's ability to:]~~

(a) Write a variety of texts using the writing process, as demonstrated by the pupil's ability to:

~~[(1) Write stories by developing a logical sequence of events and by using a sufficient number of descriptive details;]~~

- (1) *Use prewriting strategies to plan written work;*
- (2) *Support reactions to or positions on literary selections by citing to some evidence, details or quotations from the text;*
- (3) *Choose and narrow a topic to organize ideas;*
- (4) *Write informative compositions that develop the topic with appropriate facts from a variety of sources;*
- (5) *Explore a topic to plan written work;*

~~[(4) Write accurate summaries of oral and written stories;]~~

- (6) *Draft multiple-paragraph papers about a single topic that address:*
 - (I). *Audience;*
 - (II). *Purpose;*
 - (III). *Supporting details;*
 - (IV). *Introduction;*
 - (V). *Conclusion; and*
 - (VI). *Transitions.*
- (7) *Write letters giving complete information in accurate format; and*
- (8) *Revise drafts for:*

- (I). *Voice;*
 - (II). *Organization;*
 - (III). *Focused ideas;*
 - (IV). *Audience;*
 - (V). *Purpose;*
 - (VI). *Relevant details;*
 - (VII). *Word choice; and*
 - (VIII). *Sentence fluency.*
- (9) *Write short expository text that speculates on causes and effects and offers simple persuasive evidence*
- (10) *Edit essays and compositions to ensure correct spelling of:*
- (I). *High frequency words; and*
 - (II). *Content words.*
- (11) *Edit for correct capitalization;*
- (12) *Edit punctuation for:*
- (I). *End punctuation;*
 - (II). *Commas;*
 - (III). *Apostrophes;*
 - (IV). *Quotation marks;*
 - (V). *Abbreviations; and*
 - (VI). *Colons.*
- (13) *With assistance, edit punctuation for:*
- (I). *Hyphens; and*
 - (II). *Semicolons.*
- (14) *Edit for correct use of:*
- (I). *Nouns;*
 - (II). *Verbs;*
 - (III). *Pronouns;*
 - (IV). *Adjectives;*
 - (V). *Subject/verb agreement;*
 - (VI). *Verb tenses;*
 - (VII). *Adverbs;*
 - (VIII). *Clauses;*
 - (IX). *Phrases; and*
 - (X). *Pronoun/antecedent agreement.*
- (15) *Edit sentences for:*
- (I). *Complete sentences;*
 - (II). *Combining sentences;*
 - (III). *Compound sentences; and*
 - (IV). *Complex sentences.*
- (16) *Edit sentences for the elimination of:*
- (I). *Fragments; and*
 - (II). *Run-ons.*
- (17) *Prepare a legible final draft to display or share;*
- (18) *Select a publishing format appropriate to the audience and purpose.*

(b) Write with a clear focus and logical development, evaluating, revising and editing for organization, style, tone and choice of words, as demonstrated by the pupil's ability to:

(b) Write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose, as demonstrated by the pupil's ability to:

(1) With minimal assistance from the teacher, generate ideas for writing using a variety of strategies;

(1) Write essays and compositions which include:

(I). A topic sentence;

(II). Supporting details;

(III). A concluding statement;

(IV). A beginning, middle, and end;

(V). A thesis statement; and

(VI). Transitions.

(2) Create written works with an organizational structure that logically flows from one idea to the next idea without confusion;

(2) With assistance, write essays and compositions using patterns of organization including:

(I). Compare and contrast; and

(II). Cause and effect.

(3) Write with clarity and focus by developing the topic and providing general support;

(3) Write multiple-paragraph papers about experiences and/or events appropriate to audience and purpose that include:

(I). Logical sequence;

(II). Characters;

(III). Setting;

(IV). Plot;

(V). Dialogue;

(VI). Figurative language; and

(VII). Sensory details.

(4) Use a variety of strategies for revising and editing to refine meaning, including, without limitation, adding words, deleting words, and clarifying and rearranging words and sentences; and

(4) Write poetry;

(5) Effectively communicate tone that is appropriate to the intended audience and use effective words.

(5) Write responses that demonstrate an understanding of character development and motivation;

(6) Summarize information;

(7) With assistance, write responses that demonstrate an understanding of plot in literary selections;

(8) Write responses that analyze the elements of exposition;

(9) Write persuasive essays and compositions that include:

(I). A thesis statement;

(II). Supporting evidence; and

(III). Relevant evidence.

- (10) *Write a variety of communications in appropriate formats;*
- (11) *Write directions to complete tasks or procedures;*
- (12) *With assistance, write directions to complete tasks or procedures with attention to:*
 - (I). *Clarity;*
 - (II). *Format;*
 - (III). *Technical vocabulary; and*
 - (IV). *Text features.*
- (13) *Write research papers by:*
 - (IV). *Choosing and narrowing a research topic;*
 - (V). *Locating and collecting information from primary and secondary sources;*
 - (VI). *Recording information;*
 - (VII). *Paraphrasing and summarizing information;*
 - (VIII). *Organizing collected information; and*
 - (IX). *Documenting sources using a given format.*
- (14) *Demonstrate an understanding of the difference between original works and plagiarized works.*

~~[(c) Write using standard English grammar, usage, punctuation, capitalization and spelling, as demonstrated by the pupil's ability to:~~

- ~~(1) Identify and correctly use pronoun case, comparative and superlative modifiers and often-confusing verbs;~~
- ~~(2) Identify and use prepositional phrases, appositives and independent clauses, and use transitions and conjunctions to elaborate ideas in writing;~~
- ~~(3) Use proper punctuation, including, without limitation:~~
 - ~~(I) Colons to introduce a list;~~
 - ~~(II) Quotation marks around exact words of speakers and names of poems, songs and short stories; and~~
 - ~~(III) Application of the rules of capitalization; and~~
- ~~(4) Spell frequently used words correctly, paying special attention to roots, suffixes and prefixes.]~~

3. For the areas of listening ~~[and speaking:]~~

(a) Listen to and evaluate oral communications for content, style, purpose of the speaker and appropriateness for the audience, as demonstrated by the pupil's ability to

(a) Listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness, as demonstrated by the pupil's ability to:

(1) Identify, interpret and evaluate a speaker's verbal and nonverbal messages, intent, viewpoints and techniques using identified criteria and distinguish fact from opinion;

1 Listen for a variety of purposes including:

- (IV). Gaining information;*
- (V). Being entertained; and*
- (VI). Understanding directions.*

(2) Identify and describe language and dialect that varies in different contexts, regions and cultures; and

2 Listen for and identify:

- (IV). Main idea;*

- (V). *Mood;*
- (VI). *Purpose;*
- (VII). *Messages; and*
- (VIII). *Tone.*

(3) Follow multi-step oral directions to complete a task.

- 3 *Listen for and distinguish fact from opinion;*
- 4 *Listen for and summarize ideas and supporting details;*
- 5 *With assistance, listen for and explain the effect of the speaker's attitude on audience;*
- 6 *With assistance, listen for and identify persuasive techniques;*
- 7 *Listen to and evaluate oral communications for:*
 - (IV). *Content;*
 - (V). *Delivery;*
 - (VI). *Point of view; and*
 - (VII). *Ideas.*
- 8 *With assistance, listen to and evaluate the purpose and value of oral communications;*
- 9 *Expand vocabulary through listening;*
- 10 *Listen for and identify dialect and slang;*
- 11 *Listen for and identify the use of formal and informal language;*
- 12 *Listen for and distinguish between social and academic language;*
- 13 *Actively listen to oral communications;*
- 14 *Listen to and participate in conversations;*
- 15 *Listen to and evaluate constructive feedback;*
- 16 *Provide constructive feedback;*
- 17 *Focus attention to solve problems by identifying, synthesizing, and evaluating data.*

~~[(b) Speak using organization, style, tone, voice and media aids appropriate to audience and purpose, as demonstrated by the pupil's ability to:~~

~~(1) Use specific vocabulary, standard English and appropriate public speaking techniques to communicate ideas;~~

~~(2) Give organized oral reports that demonstrate a clear point of view and incorporate multimedia aids as necessary for enhancement; and~~

~~(3) Give multistep oral directions to complete a task.~~

~~(c) Participate in discussions to offer information, clarify ideas and support a position, as demonstrated by the pupil's ability to:~~

~~(1) Participate in group discussions as a contributor and as a leader;~~

~~(2) Ask and answer questions in group discussions to clarify or extend ideas;~~

~~(3) Share ideas, opinions and information with a group, requiring minimal prompting or assistance from the teacher, and choose language that communicates messages clearly and effectively; and~~

~~(4) Compare and contrast ideas and viewpoints of speakers.~~

~~4. For the area of research, formulate research questions, use a variety of sources to obtain information, weigh the evidence, draw valid conclusions and present findings, as demonstrated by the pupil's ability to:]~~

(a) Develop reasonable research questions that establish a focus and purpose for inquiry;

- (b) Select sufficient information from multiple resources to answer a research question and provide a list of each source used;
- (c) Take adequate notes to record information using identified formats; and
- (d) Organize and communicate research findings using appropriate graphs, charts or maps with written text.

1. For the area of speaking:

(a) Speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Participate in discussions to offer information, clarify ideas, and support a position, as demonstrated by the pupil's ability to:

(1) Give directions to complete tasks;

(2) Ask questions to clarify directions;

(3) Use precise language to describe:

(I). Feelings;

(II). Experiences;

(III). Observations; and

(IV). Ideas.

(4) Apply Standard English to communicate ideas;

(5) Use public speaking techniques to deliver presentations with appropriate:

(I). Prosody;

(II). Volume;

(III). Eye contact;

(IV). Enunciation;

(V). Posture;

(VI). Expressions;

(VII). Audience; and

(VIII). Purpose.

6th grade

NAC 389.298 English language arts. (NRS 385.080, 385.110, 389.0185, 389.520) By the ~~end~~ **beginning** of the sixth grade, pupils must know and be able to do everything required in the previous grades for courses in English language arts offered in public schools. Instruction in the sixth grade in English language arts must be designed so that pupils meet the following performance standards by the completion of the sixth grade:

1. For the area of reading:

(a) Know and use **word analysis** skills and strategies of word analysis to comprehend new words encountered in text, **and to develop vocabulary** as demonstrated by the pupil's ability to:

~~[(1) Recognize that the functions of words in text change when affixes are added;]~~

(1) Decode unknown words in text using structural analysis through:

(I). Spelling patterns;

(II). Base words;

(III). Root words;

(IV). Suffixes;

(V). Prefixes;

(VI). Syllables; and

(VII). *Compound words.*

~~[(2) Use knowledge of common foreign words and phrases to increase comprehension; and]~~

(2) Comprehend, build, and extend vocabulary using:

- (I). Homographs;*
- (II). Homophones;*
- (III). Syntax;*
- (IV). Parts of speech;*
- (V). Synonyms; and*
- (VI). Antonyms.*

~~[(3) Identify and define commonly used idioms to increase comprehension.]~~

3 Comprehend, build, and extend vocabulary using:

- (I). Context clues; and*
- (II). Structural analysis.*

4 Apply alphabetic order to locate words in resources

5 Use resources to find and/or confirm meaning of:

- (I). Unknown words;*
- (II). Word origins;*
- (III). Greek word roots; and*
- (IV). Latin word roots.*

6 Explain differences between connotative and denotative meaning in text;

7 Build vocabulary using:

- (I). Pictures; and*
- (II). Symbols.*

8 Apply knowledge of content-specific vocabulary in text to build comprehension;

9 Read fluently aloud and/or silently with a focus on:

- (I). Prosody;*
- (II). Accuracy;*
- (III). Automaticity; and*
- (IV). Reading rate.*

~~[(b) Use skills and strategies of reading process to build comprehension, as demonstrated by the pupil's ability to:]~~

(b) Use reading process skills and strategies to build comprehension, as demonstrated by the pupil's ability to:

~~[(1) Use prereading strategies to aid comprehension;]~~

(1) Select before reading strategies appropriate to text and purpose to:

- (I). Preview text;*
- (II). Access prior knowledge;*
- (III). Build background knowledge;*
- (IV). Set purpose for reading;*
- (V). Make predictions;*
- (VI). Determine reading rate; and*
- (VII). Determine text type.*

~~[(2) Confirm and deny predictions, identify main ideas and details, and adjust reading rate to aid comprehension; and]~~

(2) Select during reading strategies appropriate to text and purpose to:

- (I). Use self-correcting strategies;*
- (II). Make, confirm, and revise predictions;*
- (III). Understand and use key vocabulary;*
- (IV). Identify main idea and supporting details;*
- (V). Make inferences;*
- (VI). Adjust reading rate; and*
- (VII). Apply knowledge of text type.*

~~[(3) Summarize information from several sources.]~~

(3) Select after reading strategies appropriate to text and purpose to:

- (I). Recall details;*
- (II). Restate main ideas;*
- (III). Organize information;*
- (IV). Record information;*
- (V). Synthesize text;*
- (VI). Evaluate text; and*
- (VII). Evaluate the effectiveness of reading strategies.*

~~[(c) Read to comprehend, interpret and evaluate literature from a variety of authors, cultures and times, as demonstrated by the pupil's ability to:]~~

(c) Read literary text to comprehend, interpret, and evaluate authors, cultures, and times, as demonstrated by the pupil's ability to:

~~[(1) Analyze the influence of setting on characters and make logical predictions about characters and plot development based on text;]~~

(1) Explain setting;

~~[(2) Compare several works from the same period by authors who portray different cultural, generational and gender perspectives;]~~

(2) Describe plot development with a focus on:

- (I). Climax;*
- (II). Resolution; and*
- (III). Turning point.*

~~[(3) Compare a variety of themes on a single topic;]~~

(3) Describe plot development with a focus on:

- (I). Exposition;*
- (II). Rising action; and*
- (III). Falling action.*

(4) Describe internal and external conflict;

~~[(4) Describe how an author creates mood by choosing words with appropriate rhythm and sound and specific connotations; and]~~

- (5) Describe main plot and subplots;*
- (6) Describe how one event may cause another event;*
- (7) Explain an author's use of flashback;*
- (8) With assistance, analyze an author's use of foreshadowing;*
- (9) Make inferences and draw conclusions about setting and plot based on evidence;*
- (10) Explain an author's use of characterization;*
- (11) Describe the motivation for a character's actions;*
- (12) Identify the protagonist and antagonist;*
- (13) Make inferences and draw conclusions about a character(s) based on evidence;*

- (14) *Describe a theme based on evidence;*
- (15) *With assistance, compare themes generated by a single topic;*
- (16) *Explain a lesson learned based on events and/or a character's actions;*
- (17) *Describe the effect of an author's use of:*
 - (I). *First-person point of view;*
 - (II). *Third-person limited point of view; and*
 - (III). *Third-person omniscient point of view.*
- (18) *Distinguish between third-person limited and third-person omniscient point of view;*
- (19) *Explain the use of:*
 - (I). *Imagery; and*
 - (II). *Figurative language.*
- (20) *Identify the effects of rhythm and rhyme on text;*
- (21) *Explain the use of:*
 - (I). *Sound devices;*
 - (II). *Dialect;*
 - (III). *Slang;*
 - (IV). *Formal language; and*
 - (V). *Informal language.*
- (22) *Explain how the use of words and phrases reveal tone;*
- (23) *Analyze how words and phrases create mood;*
- (24) *Explain examples of irony;*
- (25) *Compare text from the same historical period written by various authors;*
- (26) *Explain the influence of cultures;*
- (27) *Explain the influence of time periods;*
- (28) *With assistance, make inferences about an author's cultural and historical viewpoints;*
- (29) *Make and revise predictions based on evidence;*
- (30) *Make connections to self, other texts, and/or the world;*
- (31) *Use information to answer specific questions;*
- (32) *Summarize information;*
- (33) *With assistance, synthesize information.*

~~[(4) Describe how an author creates mood by choosing words with appropriate rhythm and sound and specific connotations; and~~

~~(5) Compare how several literary forms address the same topic.~~

~~(d) Read to comprehend, interpret and evaluate informational texts for specific purposes, as demonstrated by the pupil's ability to:]~~

(d) Read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes, as demonstrated by the pupil's ability to:

~~[(1) Identify and use the text features of newspapers, magazines and editorials to gain meaning:]~~

- (I) *Evaluate information from:*
 - (I). *Illustrations;*
 - (II). *Graphs;*
 - (III). *Charts;*
 - (IV). *Titles;*
 - (V). *Text boxes;*

- (VI). *Diagrams;*
- (VII). *Headings; and*
- (VIII). *Maps.*

~~[(2) Find similarities and differences among texts in the treatment, scope or organization of ideas;]~~

- (2) *Evaluate information from:*
 - (I). *Table of contents;*
 - (II). *Glossaries; and*
 - (III). *Indices.*

~~[(3) Use information from and differentiate between primary and secondary sources;]~~

- (3) *Identify and explain the use of:*
 - (I). *Bold-faced words;*
 - (II). *Underlined words;*
 - (III). *Highlighted words; and*
 - (IV). *Italicized words.*

~~[(4) Verify information from one source by consulting other sources;]~~

- (4) *Identify and explain the use of:*
 - (I). *Abbreviations;*
 - (II). *Acronyms; and*
 - (III). *Parenthetical expressions*

~~[(5) Evaluate how the ideas and purposes of authors shape the content of advertisements and public documents; and]~~

- (5) *Describe the use of:*
 - (I). *Dialect;*
 - (II). *Slang;*
 - (III). *Idioms; and*
 - (IV). *Informal and formal language.*

~~[(6) Read and follow multistep directions to complete a complex task.]~~

- (6) *Explain the use of:*
 - (I). *Figurative language; and*
 - (II). *Analogies.*
- (7) *Identify words and phrases that reveal an author's tone;*
- (8) *Explain how language clarifies ideas and concepts;*
- (9) *Explain how language is used for the purpose of:*
 - (I). *Persuasion; and*
 - (II). *Propaganda.*
- (10) *Describe how an author uses concrete examples to explain abstract ideas;*
- (11) *With assistance, explain intended and unintended effects of persuasive and/or propaganda techniques on an audience;*
- (12) *Describe a theme based on evidence;*
- (13) *With assistance, compare themes generated by a single topic;*
- (14) *Evaluate the impact of sequential and/or chronological order;*
- (15) *Evaluate a cause and its effect on events and/or relationships;*
- (16) *Evaluate a problem and its solution;*
- (17) *Describe a main idea based on evidence;*
- (18) *Compare events;*

- (19) *Compare text from the same historical period written by various authors;*
- (20) *Explain the influence of cultures;*
- (21) *With assistance, make inferences about an author's cultural and historical viewpoints;*
- (22) *Make connections to self, other texts, and/or the world;*
- (23) *Use information to answer specific questions;*
- (24) *Evaluate hypotheses based on information;*
- (25) *Summarize information;*
- (26) *With assistance, synthesize information;*
- (27) *Make and revise predictions based on evidence;*
- (28) *Make inferences and draw conclusions based on evidence;*
- (29) *Analyze the accuracy of facts;*
- (30) *Evaluate the author's use of fact's and/or opinions;*
- (31) *Determine reasonableness and adequacy of evidence;*
- (32) *Verify information by referencing other sources;*
- (33) *Read and follow directions to complete tasks or procedures;*
- (34) *With assistance, evaluate directions to complete tasks or procedures for:*
 - (I). *Clarity;*
 - (II). *Format;*
 - (III). *Technical vocabulary; and*
 - (IV). *Text features.*

2. For the area of writing:

~~[(a) Write a variety of texts that inform, persuade, describe, evaluate or tell a story and are appropriate to purpose and audience, as demonstrated by the pupil's ability to:]~~

(a) Write a variety of texts using the writing process, as demonstrated by the pupil's ability to:

~~[(1) Write informative papers, using a variety of sources, that support a topic and have a distinct beginning, middle and end;]~~

(1) Use prewriting strategies to plan written work;

~~[(2) Extract and reformat information into workplace communications;]~~

(2) Choose and narrow a topic to organize ideas;

~~[(3) Write narratives or short stories that include relevant, meaningful dialogue;]~~

(3) Explore a topic to plan written work;

~~[(4) Write responses to literary selections that demonstrate an understanding of character motivation and development;]~~

(4) Draft paragraphs about a single topic that address:

(I). Audience;

(II). Purpose;

(III). Supporting details;

(IV). Introduction;

(V). Conclusion; and

(VI). Transitions.

~~[(5) Write summaries of nonfiction text; and]~~

(5) Revise drafts for:

(I). Voice;

(II). Organization;

- (III). *Focused ideas;*
- (IV). *Audience;*
- (V). *Purpose;*
- (VI). *Relevant details;*
- (VII). *Word choice; and*
- (VIII). *Sentence fluency.*

~~[(6) Write texts that propose a solution to a problem and offer simple persuasive evidence.]~~

- (6) *Edit essays and compositions to ensure correct spelling of:*
 - (I) *High frequency words; and*
 - (II) *Content words.*
- (7) *Edit for correct capitalization;*
- (8) *Edit punctuation for:*
 - (I). *End punctuation;*
 - (II). *Commas;*
 - (III). *Apostrophes;*
 - (IV). *Quotation marks;*
 - (V). *Abbreviations;*
 - (VI). *Colons; and*
 - (VII). *Hyphens.*
- (9) *With assistance, edit punctuation for:*
 - (I). *Hyphens; and*
 - (II). *Semicolons.*
- (10) *Edit for correct use of:*
 - (I). *Nouns;*
 - (II). *Verbs;*
 - (III). *Pronouns;*
 - (IV). *Adjectives;*
 - (V). *Subject/verb agreement;*
 - (VI). *Verb tenses;*
 - (VII). *Adverbs;*
 - (VIII). *Clauses;*
 - (IX). *Phrases; and*
 - (X). *Pronoun/antecedent agreement.*
- (11) *With assistance, edit for correct use of pronoun case;*
- (12) *Edit sentences for:*
 - (I). *Complete sentences;*
 - (II). *Combining sentences;*
 - (III). *Compound sentences; and*
 - (IV). *Complex sentences.*
- (13) *Edit sentences for the elimination of:*
 - (I). *Fragments; and*
 - (II). *Run-ons.*
- (14) *With assistance, edit sentences for compound-complex sentences;*
- (15) *Prepare a legible final draft to display or share;*
- (16) *Select a publishing format appropriate to the audience and purpose.*

~~[(b) Write with a clear focus and logical development, evaluating, revising and editing for organization, style, tone and choice of words, as demonstrated by the pupil's ability to:]~~

(b) Write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose, as demonstrated by the pupil's ability to:

~~[(1) Generate ideas by responding to visual prompts;]~~

(1) Write essays and compositions which include:

- (I). A topic sentence;*
- (II). Supporting details;*
- (III). A concluding statement;*
- (IV). A beginning, middle, and end;*
- (V). A thesis statement; and*
- (VI). Transitions.*

~~[(2) Use organizing techniques that may not be appropriate to purpose of writing;]~~

(2) With assistance, write essays and compositions using patterns of organization including:

- (III). Compare and contrast; and*
- (IV). Cause and effect.*

~~[(3) Draft paragraphs or compositions with clear transitions;]~~

(3) Write multiple-paragraph papers about experiences and/or events appropriate to audience and purpose that include:

- (I). Logical sequence;*
- (II). Characters;*
- (III). Setting;*
- (IV). Plot;*
- (V). Dialogue;*
- (VI). Figurative language; and*
- (VII). Sensory details.*

~~[(4) Revise paragraphs or compositions for consistency using a rubric;]~~

(4) Write poetry;

~~[(5) Edit for use of standard English; and]~~

(5) Write responses that demonstrate an understanding of plot in literary selections;

~~[(6) Produce writing with an awareness of intended purpose and audience.]~~

(6) Summarize information;

(7) With assistance, write responses that demonstrate an understanding of character and setting;

(8) Write responses that analyze the elements of exposition;

(9) With assistance, write responses that demonstrate an understanding of expository text supported by evidence;

(10) Write persuasive essays and compositions that include:

- (I). A thesis statement;*
- (II). Supporting evidence; and*
- (III). Relevant evidence.*

(11) With assistance, write persuasive essays appropriate to audience and purpose;

- (12) *With assistance, write persuasive essays and compositions that include cause/effect structure;*
- (13) *Write a variety of communications in appropriate formats;*
- (14) *Write directions to complete tasks or procedures with attention to:*
- (I). *Clarity;*
 - (II). *Format;*
 - (III). *Technical vocabulary; and*
 - (IV). *Text features.*
- (15) *Write research papers by:*
- (I). *Choosing and narrowing a research topic;*
 - (II). *Locating and collecting information from primary and secondary sources;*
 - (III). *Recording information;*
 - (IV). *Paraphrasing and summarizing information;*
 - (V). *Organizing collected information; and*
 - (VI). *Documenting sources using a given format.*
- (16) *Demonstrate an understanding of the difference between original works and plagiarized works;*
- (17) *With assistance, evaluate credibility of resources.*

~~[(c) Write using standard English grammar, usage, punctuation, capitalization and spelling, as demonstrated by the pupil's ability to:~~

- ~~(1) Use correct verb tense consistently in writing;~~
- ~~(2) Identify and correct fragments and run-on sentences in writing;~~
- ~~(3) Use semicolons, colons and apostrophes correctly in writing;~~
- ~~(4) Use rules of capitalization; and~~
- ~~(5) Demonstrate conventional spelling, especially of homonyms that are often misspelled.]~~

3. For the areas of listening ~~[and speaking:]~~

(a) Listen to and evaluate oral communications for content, style, ~~[purpose of the]~~ speaker's *purpose* and ~~[appropriateness for the audience]~~ *audience appropriateness* as ~~[ated]~~ *demonstrated* by the pupil's ability to:

~~[(1) Identify the tone and mood in verbal and nonverbal communication;]~~

(1) Listen for a variety of purposes including:

- (I). *Gaining information;*
- (II). *Being entertained; and*
- (III). *Understanding directions.*

~~[(2) Identify effective speaking techniques using criteria;]~~

(2) Listen for and identify:

- (I). *Main idea;*
- (II). *Mood;*
- (III). *Purpose;*
- (IV). *Messages;*
- (V). *Tone; and*
- (VI). *Persuasive techniques.*

~~[(3) Recognize that language usage varies in formal and informal settings; and]~~

(3) Listen for and distinguish fact from opinion;

~~(4) Follow multistep oral directions to complete a task.~~

- (4) *Listen for and summarize ideas and supporting details;*
- (5) *With assistance, listen for and explain the effect of the speaker's attitude on audience;*
- (6) *Listen to and evaluate oral communications for:*
 - (I). *Content;*
 - (II). *Delivery;*
 - (III). *Point of view;*
 - (IV). *Ideas;*
 - (V). *Purpose; and*
 - (VI). *Value.*
- (7) *With assistance, listen for and evaluate public speaking techniques;*
- (8) *evaluate the logic of a speaker's argument(s);*
- (9) *Expand vocabulary through listening;*
- (10) *Listen for and identify dialect and slang;*
- (11) *Listen for and identify the use of formal and informal language;*
- (12) *Listen for and distinguish between social and academic language;*
- (13) *Actively listen to oral communications;*
- (14) *Listen to and participate in conversations;*
- (15) *Listen to and evaluate constructive feedback;*
- (16) *Provide constructive feedback;*
- (17) *Focus attention to solve problems by identifying, synthesizing, and evaluating data.*

~~[(b) Speak using organization, style, tone, voice and media aids appropriate to the audience and purpose, as demonstrated by the pupil's ability to:~~

- ~~(1) Use specific and varied vocabulary, and use standard English to communicate ideas;~~
- ~~(2) Develop and deliver presentations that may include media aids appropriate to audience and purpose;~~
- ~~(3) Organize and deliver a logical "how to" speech that may be enhanced by media aids;~~
- ~~(4) Read aloud or recite literary, dramatic and original work; and~~
- ~~(5) Give organized multistep directions to complete a task.~~
- ~~(c) Participate in discussions to offer information, clarify ideas and support a position, as demonstrated by the pupil's ability to:~~
 - ~~(1) Demonstrate active listening skills by participating appropriately in conversations and group discussions;~~
 - ~~(2) Ask and answer questions to generate possible solutions to a problem;~~
 - ~~(3) Develop criteria for evaluating effective group participation; and~~
 - ~~(4) Evaluate the logic and effectiveness of a speaker's arguments.~~
- ~~4. For the area of research, formulate research questions and use a variety of sources to obtain information, weigh the evidence, draw valid conclusions and present findings, as demonstrated by the pupil's ability to:]~~

4 For the area of speaking:

~~[(a) Formulate a plan for research to answer a focused question;]~~

- (a) Speak using organization, style, tone, voice, and media aids appropriate to audience and purpose, Participate in discussions to offer information, clarify ideas, and support a position, as demonstrated by the pupil's ability to:*
 - (1) Give directions to complete tasks or procedures with a focus on:*

- (I). *Clarity; and*
- (II). *Technical vocabulary.*
- (2) *Ask questions to clarify directions;*
- (3) *Use precise language to describe:*
 - (I). *Feelings;*
 - (II). *Experiences;*
 - (III). *Observations; and*
 - (IV). *Ideas.*
- (4) *Apply Standard English to communicate ideas;*
- (5) *Use public speaking techniques to deliver presentations with appropriate:*
 - (I). *Prosody;*
 - (II). *Volume;*
 - (III). *Eye contact;*
 - (IV). *Enunciation;*
 - (V). *Posture;*
 - (VI). *Expressions;*
 - (VII). *Audience; and*
 - (VIII). *Purpose.*
- (6) *Communicate information by:*
 - (I). *Maintaining a clear focus;*
 - (II). *Following a logical sequence; and*
 - (III). *Illustrating information with media aids.*
- (7) *Communicate statements that express an opinion;*
- (8) *Defend a position using evidence;*
- (9) *Contribute to conversations and discussions about a given topic;*
- (10) *Respond to questions to clarify and extend ideas;*
- (11) *Ask relevant questions to clarify information and extend ideas;*
- (12) *Take a leadership role in conversations and discussions;*
- (13) *Distinguish between relevant and irrelevant information;*
- (14) *With assistance, negotiate to arrive at consensus by proposing and examining possible options.*

- ~~[(b) Distinguish between information from primary and secondary sources;~~
- ~~(c) Document research sources in order to prevent plagiarism;~~
- ~~(d) Record information using an organizational format that requires taking notes; and~~
- ~~(e) Present research findings using written text or media.]~~

7th grade

NAC 389.321 English language arts. (NRS 385.080, 385.110, 389.0185, 389.520) By the ~~end~~ *beginning* of the seventh grade, pupils must know and be able to do everything required in the previous grades for courses in English language arts offered in public schools. Instruction in the seventh grade in English language arts must be designed so that pupils meet the following performance standards by the completion of the seventh grade:

1. For the area of reading:

- (a) Know and use *word analysis* skills and strategies ~~[of word analysis]~~ to comprehend new words encountered in text, *and to develop vocabulary* as demonstrated by the pupil's ability to:

~~[(1) Identify roots and affixes derived from Greek and Latin in words encountered in subject-specific text;]~~

(1) Decode unknown words in text using structural analysis through:

- (I). Base words;*
- (II). Root words;*
- (III). Suffixes;*
- (IV). Prefixes;*
- (V). Syllables; and*
- (VI). Compound words.*

~~[(2) Compare and contrast the meanings of closely related words; and]~~

(2) Comprehend, build, and extend vocabulary using:

- (I). Homographs;*
- (II). Homophones;*
- (III). Syntax;*
- (IV). Parts of speech;*
- (V). Synonyms; and*
- (VI). Antonyms.*

~~[(3) Explain differences between literal and figurative language in text.]~~

(3) Comprehend, build, and extend vocabulary using:

- (I). Context clues; and*
- (II). Structural analysis.*
- (III).*

(4) Apply alphabetic order to locate words in resources;

(5) Use resources to find and/or confirm meaning of:

- (I). Unknown words;*
- (II). Word origins;*
- (III). Greek word roots; and*
- (IV). Latin word roots.*

(6) Explain differences between connotative and denotative meaning in text;

(7) Build vocabulary using:

- (I). Pictures; and*
- (II). Symbols.*

(8) Apply knowledge of content-specific vocabulary in text to build comprehension;

(9) Read fluently aloud and/or silently with a focus on:

- (I). Prosody;*
- (II). Accuracy;*
- (III). Automaticity; and*
- (IV). Reading rate.*

~~[(b) Use skills and strategies of reading process to build comprehension, as demonstrated by the pupil's ability to:]~~

Use reading process skills and strategies to build comprehension, as demonstrated by the pupil's ability to:

~~[(1) Use prereading strategies to aid comprehension;]~~

(1) Select before reading strategies appropriate to text and purpose to:

- (I). Preview text;*
- (II). Access prior knowledge;*

- (III). *Build background knowledge;*
- (IV). *Set purpose for reading;*
- (V). *Make predictions;*
- (VI). *Determine reading rate; and*
- (VII). *Determine text type.*
- (VIII).

~~[(2) Confirm, deny and revise predictions, make inferences from text and adjust reading rate to suit text structure; and]~~

(2) Select during reading strategies appropriate to text and purpose to:

- (I). *Use self-correcting strategies;*
- (II). *Make, confirm, and revise predictions;*
- (III). *Understand and use key vocabulary;*
- (IV). *Identify main idea and supporting details;*
- (V). *Make inferences;*
- (VI). *Adjust reading rate; and*
- (VII). *Apply knowledge of text type.*

~~[(3) Select and use appropriate strategies to aid comprehension after reading.]~~

Select after reading strategies appropriate to text and purpose to:

- (I). *Recall details;*
- (II). *Restate main ideas;*
- (III). *Organize information;*
- (IV). *Record information;*
- (V). *Synthesize text;*
- (VI). *Evaluate text; and*
- (VII). *Evaluate the effectiveness of reading strategies.*

~~[(c) Read to comprehend, interpret and evaluate literature from a variety of authors, cultures and times, as demonstrated by the pupil's ability to:]~~

(c) Read literary text to comprehend, interpret, and evaluate authors, cultures, and times, as demonstrated by the pupil's ability to:

~~[(1) Distinguish among elements of a story, including plot and subplot, conflict and foreshadowing and compare and contrast the actions of the characters;]~~

(1) Analyze setting;

~~[(2) Make inferences about an author's cultural and historical perspective as supported by the text]~~

(2) Analyze plot development with a focus on:

- (I). *Climax;*
- (II). *Resolution; and*
- (III). *Turning point.*

~~[(3) Compare a variety of themes using textual evidence;]~~

(3) Analyze plot development with a focus on:

- (I). *Exposition;*
- (II). *Rising action; and*
- (III). *Falling action.*

~~[(4) Interpret examples of imagery and explain their sensory impact;]~~

(4) Describe internal and external conflict;

~~[(5) Determine the effects of an author's choice of point of view; and]~~

- (5) *Describe main plot and subplots;*
- ~~[(6) Identify characteristics and elements of various literary forms.]~~
- (6) *Describe how one event may cause another event;*
- (7) *Explain an author's use of flashback;*
- (8) *With assistance, analyze an author's use of flashback;*
- (9) *Analyze an author's use of foreshadowing;*
- (10) *Make inferences and draw conclusions about setting and plot based on evidence;*
- (11) *Explain an author's use of characterization;*
- (12) *Describe the motivation for a character's actions;*
- (13) *Explain the relationships among protagonists, antagonists, and supporting characters;*
- (14) *Make inferences and draw conclusions about a character(s) based on evidence;*
- (15) *Describe a theme based on evidence;*
- (16) *Compare themes generated by a single topic;*
- (17) *Explain a lesson learned based on events and/or a character's actions;*
- (18) *Analyze the effect of an author's use of:*
- (I). *First-person point of view;*
 - (II). *Third-person limited point of view; and*
 - (III). *Third-person omniscient point of view.*
- (19) *Distinguish between third-person limited and third-person omniscient point of view;*
- (20) *Analyze the use of:*
- (I). *Imagery; and*
 - (II). *Figurative language.*
- (21) *Identify the effects of rhythm and rhyme on text;*
- (22) *Analyze the use of:*
- (I). *Sound devices;*
 - (II). *Dialect;*
 - (III). *Slang;*
 - (IV). *Formal language; and*
 - (V). *Informal language.*
- (23) *Explain how the use of words and phrases reveal tone;*
- (24) *Analyze how words and phrases create mood;*
- (25) *Explain the use of irony;*
- (26) *With assistance, identify various types of irony;*
- (27) *Make inferences about an author's cultural and historical viewpoints;*
- (28) *Explain the influence of cultures;*
- (29) *Explain the influence of time periods;*
- (30) *Make and revise predictions based on evidence;*
- (31) *Make connections to self, other texts, and/or the world;*
- (32) *Use information to answer specific questions;*
- (33) *Summarize information;*
- (34) *Synthesize information;*
- (35) *With assistance, paraphrase information.*

~~[(d) Read to comprehend, interpret and evaluate informational texts for specific purposes, as demonstrated by the pupil's ability to:]~~

(d) Read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes, as demonstrated by the pupil's ability to:

~~[(1) Compare and contrast the features and elements of consumer materials to gain meaning from text;]~~

(1) Evaluate information from:

- (I). Illustrations;*
- (II). Graphs;*
- (III). Charts;*
- (IV). Titles;*
- (V). Text boxes;*
- (VI). Diagrams;*
- (VII). Headings; and*
- (VIII). Maps.*

~~[(2) Identify and trace the development of an author's argument, viewpoint or perspective in text;]~~

(2) Evaluate information from:

- (I). Table of contents;*
- (II). Glossaries; and*
- (III). Indices.*

~~[(3) Paraphrase and synthesize information from several sources;]~~

(3) Identify and explain the use of:

- (I). Bold-faced words;*
- (II). Underlined words;*
- (III). Highlighted words; and*
- (IV). Italicized words.*

~~[(4) Evaluate the author's use of evidence in support of an argument;]~~

(4) Identify and explain the use of:

- (I). Abbreviations;*
- (II). Acronyms; and*
- (III). Parenthetical expressions.*

~~[(5) Identify unsupported inferences, faulty reasoning and propaganda techniques in text; and]~~

(5) Describe the use of:

- (I). Dialect;*
- (II). Slang;*
- (III). Idioms; and*
- (IV). Informal and formal language.*

~~[(6) Read and follow multistep directions to complete a complex task.]~~

(6) Explain:

- (I). Figurative language; and*
- (II). Analogies.*

(7) Explain words and phrases that reveal an author's tone;

(8) Explain how language clarifies ideas and concepts;

(9) Explain how language is used for the purpose of:

- (I). Persuasion; and*
- (II). Propaganda.*

(10) Describe how an author uses concrete examples to explain abstract ideas;

- (11) *Explain intended and unintended effects of persuasive and/or propaganda techniques on an audience;*
- (12) *Describe a theme based on evidence;*
- (13) *Compare themes generated by a single topic;*
- (14) *Evaluate the impact of sequential and/or chronological order;*
- (15) *Evaluate a cause and its effect on events and/or relationships;*
- (16) *Evaluate a problem and its solution;*
- (17) *Describe a main idea based on evidence;*
- (18) *Compare events;*
- (19) *Explain the author's use of organizational structure;*
- (20) *Trace the development of an author's argument, viewpoint, and/or perspective;*
- (21) *Make inferences about an author's cultural and historical viewpoints;*
- (22) *Make connections to self, other texts, and/or the world;*
- (23) *Use information to answer specific questions;*
- (24) *Evaluate hypotheses based on information;*
- (25) *Summarize information;*
- (26) *Synthesize information;*
- (27) *With assistance, paraphrase information;*
- (28) *Make and revise predictions based on evidence;*
- (29) *Make inferences and draw conclusions based on evidence;*
- (30) *Analyze the accuracy of facts;*
- (31) *Evaluate the author's use of facts and/or opinions;*
- (32) *Determine reasonableness and adequacy of evidence;*
- (33) *Verify information by referencing other sources;*
- (34) *Read and follow directions to complete tasks or procedures;*
- (35) *Evaluate directions to complete tasks or procedures for:*
 - (I). *Clarity;*
 - (II). *Format;*
 - (III). *Technical vocabulary; and*
 - (IV). *Text features.*

2. For the area of writing:

~~[(a) Write a variety of texts that inform, persuade, describe, evaluate or tell a story and are appropriate to purpose and audience, as demonstrated by the pupil's ability to:]~~

(a) Write a variety of texts using the writing process, as demonstrated by the pupil's ability to:

~~[(1) Write informative papers that have a structured beginning, middle and conclusion and draw upon a variety of sources;]~~

(1) Use prewriting strategies to plan written work;

~~[(2) Convert information from text into visual formats and visual formats into text for a specific audience and purpose;]~~

(2) Choose and narrow a topic to organize ideas;

~~[(3) Write narratives or short stories that include appropriate transitional words or phrases;]~~

(3) Explore a topic to plan written work;

~~[(4) Write supported responses to literary selections that demonstrate an understanding of theme;]~~

(4) Draft multiple-paragraph papers about a single topic that address:

- (I). *Audience;*
- (II). *Purpose;*
- (III). *Supporting details;*
- (IV). *Introduction;*
- (V). *Conclusion; and*
- (VI). *Transitions.*

~~[(5) Write summaries of procedures; and]~~

- (5) *Revise drafts for:*
 - (I). *Voice;*
 - (II). *Organization;*
 - (III). *Focused ideas;*
 - (IV). *Audience;*
 - (V). *Purpose;*
 - (VI). *Relevant details;*
 - (VII). *Word choice; and*
 - (VIII) *Sentence fluency.*

~~[(6) Write complete papers that offer persuasive evidence in support of a position.]~~

- (6) *Edit essays and compositions to ensure correct spelling of:*
 - (I). *High frequency words; and*
 - (II). *Content words.*
- (7) *Edit for correct capitalization;*
- (8) *Edit punctuation for:*
 - (I). *End punctuation;*
 - (II). *Commas;*
 - (III). *Apostrophes;*
 - (IV). *Quotation marks;*
 - (V). *Abbreviations;*
 - (VI). *Colons;*
 - (VII). *Hyphens;*
 - (VIII). *Semicolons; and*
 - (IX). *Parentheses.*
- (9) *With assistance, edit punctuation for varied sentence structure;*
- (10) *Edit for correct use of:*
 - (I). *Nouns;*
 - (II). *Verbs;*
 - (III). *Pronouns;*
 - (IV). *Adjectives;*
 - (V). *Subject/verb agreement;*
 - (VI). *Verb tenses;*
 - (VII). *Adverbs;*
 - (VIII). *Clauses;*
 - (IX). *Phrases;*
 - (X). *Pronoun/antecedent agreement; and*
 - (XI). *Pronoun case.*
- (11) *Edit sentences for:*
 - (I). *Complete sentences;*

- (II). *Combining sentences;*
- (III). *Compound sentences;*
- (IV). *Complex sentences; and*
- (V). *Compound-complex sentences.*
- (12) *Edit sentences for the elimination of:*
 - (I). *Fragments; and*
 - (II). *Run-ons.*

(13) *Prepare a legible final draft to display or share;*

(14) *Select a publishing format appropriate to the audience and purpose.*

~~[(b) Write with a clear focus and logical development, evaluating, revising and editing for organization, style, tone and choice of words, as demonstrated by the pupil's ability to:]~~

(b) Write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose, as demonstrated by the pupil's ability to:

~~[(1) Generate ideas by responding to visual prompts;]~~

(1) Write essays and compositions which include:

- (I). *A topic sentence;*
- (II). *Supporting details;*
- (III). *A concluding statement;*
- (IV). *A beginning, middle, and end;*
- (V). *A thesis statement; and*
- (VI). *Transitions.*

~~[(2) Select and use organizing techniques appropriate to the purpose of writing;]~~

(2) Write essays and compositions using patterns of organization including:

- (I). *Compare and contrast; and*
- (II). *Cause and effect.*

~~[(3) Draft focused, developed compositions;]~~

(3) With assistance, write essays and compositions that use various organizational structures and stylistic devices;

~~[(4) Revise writing to improve organization, to check the logic of the ideas and precision of the vocabulary and to meet the criteria of a rubric;]~~

(4) Write multiple-paragraph papers about experiences and/or events appropriate to audience and purpose that include:

- (I). *Logical sequence;*
- (II). *Characters;*
- (III). *Setting;*
- (IV). *Plot;*
- (V). *Dialogue;*
- (VI). *Figurative language; and*
- (VII). *Sensory details.*

~~[(5) Edit for use of standard English; and]~~

(5) Write poetry;

~~[(6) Produce writing with an awareness of intended purpose and audience.]~~

(6) Write responses that demonstrate an understanding of plot, character, and setting;

(7) Summarize information;

- (8) *With assistance, write responses that make connections with other texts, experiences, or ideas;*
- (9) *Write responses that demonstrate an understanding of expository text supported by evidence;*
- (10) *With assistance, write responses that make connections with other texts, experiences, or ideas;*
- (11) *Write persuasive essays and compositions that include:*
 - (I). *A thesis statement;*
 - (II). *Supporting evidence;*
 - (III). *Relevant evidence; and*
 - (IV). *Cause/effect structure.*
- (12) *Write persuasive essays appropriate to audience and purpose;*
- (13) *With assistance, write persuasive essays and compositions that include:*
 - (I). *Problem/solution structure; and*
 - (II). *Rhetorical strategies.*
- (14) *Write a variety of communications in appropriate formats;*
- (15) *Write directions to complete tasks or procedures with attention to:*
 - (I). *Clarity;*
 - (II). *Format;*
 - (III). *Technical vocabulary; and*
 - (IV). *Text features.*
- (16) *Write research papers by:*
 - (I). *Choosing and narrowing a research topic;*
 - (II). *Locating, collecting, and analyzing information from primary and secondary sources;*
 - (III). *Recording information;*
 - (IV). *Paraphrasing and summarizing information;*
 - (V). *Organizing collected information; and*
 - (VI). *Documenting sources using a given format.*
- (17) *Demonstrate an understanding of the difference between original works and plagiarized works;*
- (18) *Evaluate credibility of resources.*

~~[(c) Write using standard English grammar, usage, punctuation, capitalization and spelling, as demonstrated by the pupil's ability to:~~

- ~~(1) Know and use usage rules in writing;~~
- ~~(2) Use varied sentence structure in writing;~~
- ~~(3) Use hyphens and parentheses correctly and correctly punctuate sentences;~~
- ~~(4) Use rules of capitalization; and~~
- ~~(5) Demonstrate conventional spelling.]~~

3. For the areas of listening ~~[and speaking]~~:

(a) Listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness, as demonstrated by the pupil's ability to:

(a) Listen to and evaluate oral communications for content, style, purpose of the speaker and appropriateness for the audience, as demonstrated by the pupil's ability to:

(1) Interpret a speaker's verbal and nonverbal messages to identify main ideas;

(1) Listen for a variety of purposes including:

- (I). *Gaining information;*
 - (II). *Being entertained; and*
 - (III). *Understanding directions.*
- (2) Determine a speaker's stance by evaluating the use of speaking techniques;
- (2) *Listen for and identify:*
 - (I). *Main idea;*
 - (II). *Mood;*
 - (III). *Purpose;*
 - (IV). *Messages;*
 - (V). *Tone; and*
 - (VI) *Persuasive techniques.*
- (3) Recognize that colloquialisms and jargon are reflections of contexts, regions and cultures; and
- (3) *Listen for and distinguish fact from opinion*
- (4) Follow multistep oral directions to complete a task.
- (4) *Listen for and summarize ideas and supporting details;*
 - (5) *Listen for and evaluate the effect of the speaker's attitude on audience;*
 - (6) *Listen to and evaluate oral communications for:*
 - (I). *Content;*
 - (II). *Delivery;*
 - (III). *Point of view;*
 - (IV). *Ideas;*
 - (V). *Purpose; and*
 - (VI). *Value.*
 - (7) *Listen for and evaluate public speaking techniques;*
 - (8) *Listen to and evaluate the logic of a speaker's argument(s);*
 - (9) *With assistance, provide constructive feedback on oral communications;*
 - (10) *Expand vocabulary through listening;*
 - (11) *Listen for and identify dialect and slang;*
 - (12) *Listen for and identify the use of formal and informal language;*
 - (13) *Listen for and distinguish between social and academic language;*
 - (14) *Actively listen to oral communications;*
 - (15) *Listen to and participate in conversations;*
 - (16) *Listen to and evaluate constructive feedback;*
 - (17) *Provide constructive feedback;*
 - (18) *Focus attention to solve problems by identifying, synthesizing, and evaluating data.*

~~[(b) Speak using organization, style, tone, voice and media aids appropriate to the audience and purpose, as demonstrated by the pupil's ability to:~~

- ~~(1) Develop and deliver presentations, using standard English and specific and varied vocabulary, that integrate appropriate public speaking techniques and media aids;~~
- ~~(2) Organize and deliver a persuasive speech appropriate to audience and purpose;~~
- ~~(3) Give clear and concise multistep directions to complete a task; and~~
- ~~(4) Read aloud or recite literary, dramatic and original work.~~
- ~~(c) Participate in discussions to offer information, clarify ideas and support a position, as demonstrated by the pupil's ability to:~~

- ~~(1) Provide constructive feedback when participating in conversations and group discussions;~~
~~(2) Distinguish between relevant and irrelevant information offered in support of an opinion;~~
~~(3) Participate in discussions in a variety of formats such as committees, panels and debates; and~~
~~(4) Develop logical arguments in support of opinions.~~
~~4. For the area of research, formulate research questions and use a variety of sources to obtain information, weigh the evidence, draw valid conclusions and present findings, as demonstrated by the pupil's ability to:}]~~

4. For the area of speaking:

~~[(a) Formulate questions and statements of purpose to guide cross-curricular research;]~~

(a) Speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Participate in discussions to offer information, clarify ideas, and support a position, as demonstrated by the pupil's ability to:

(1) Give directions to complete tasks or procedures with a focus on:

- (I). Clarity; and*
- (II). Technical vocabulary.*

(2) Ask questions to clarify directions;

(3) Use precise language to describe and elicit:

- (I). Feelings;*
- (II). Experiences;*
- (III). Observations; and*
- (IV). Ideas.*

(4) Apply Standard English to communicate ideas;

(5) Use public speaking techniques to deliver presentations with appropriate:

- (I). Prosody;*
- (II). Volume;*
- (III). Eye contact;*
- (IV). Enunciation;*
- (V). Posture;*
- (VI). Expressions;*
- (VII). Audience; and*
- (VIII). Purpose.*

(6) Communicate information by:

- (I). Maintaining a clear focus;*
- (II). Following a logical sequence; and*
- (III). Illustrating information with media aids.*

(7) Communicate statements that express an opinion;

(8) Defend a position using evidence;

(9) Provide constructive feedback when participating in conversations and discussions;

(10) Respond to questions to generate possible solutions to a problem;

(11) Ask relevant questions to clarify information and extend ideas;

(12) Take a leadership role in conversations and discussions;

(13) Distinguish between relevant and irrelevant information;

(14) With assistance, negotiate to arrive at consensus by proposing and examining possible options.

- ~~[(b) Locate and use primary and secondary sources of information to investigate a research question;~~
~~(c) Use a method of citing sources within compositions;~~
~~(d) Record information using a strategy selected by the pupil for taking notes or organization;~~
~~and~~
~~(e) Organize and present research findings using written text or media.]~~

8th grade

NAC 389.401 English language arts. (NRS 385.080, 385.110, 389.0185, 389.520) By the ~~end~~ *beginning* of the eighth grade, pupils must know and be able to do everything required in the previous grades for courses in English language arts offered in public schools. Instruction in the eighth grade in English language arts must be designed so that pupils meet the following performance standards by the completion of the eighth grade:

1. For the area of reading:
 - (a) Know and use skills and strategies of word analysis to comprehend new words encountered in text, as demonstrated by the pupil's ability to:
 - (a). Know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary, as demonstrated by the pupil's ability to:*
 - (1) Apply knowledge of Greek and Latin roots and affixes to comprehend new words;
 - (1) Decode unknown words in text using structural analysis through:*
 - (I). Base words;*
 - (II). Root words;*
 - (III). Suffixes;*
 - (IV). Prefixes;*
 - (V). Syllables; and*
 - (VI). Compound words.*
 - (2) Use dictionaries and glossaries to determine meanings of new words encountered in text; and
 - (2) Comprehend, build, and extend vocabulary using:*
 - (I). Homographs;*
 - (II). Homophones;*
 - (III). Syntax;*
 - (IV). Parts of speech;*
 - (V). Synonyms; and*
 - (VI). Antonyms.*
 - (3) Analyze figurative language to infer literal and figurative meaning from text.
 - (3) Comprehend, build, and extend vocabulary using:*
 - (I). Context clues; and*
 - (II). Structural analysis.*
 - (4) Apply alphabetic order to locate words in resources;*
 - (5) Use resources to find and/or confirm meaning of:*
 - (I). Unknown words;*
 - (II). Word origins;*
 - (III). Greek word roots; and*
 - (IV). Latin word roots.*

- (6) Evaluate authors' use of connotation and denotation in text;*
- (7) Build vocabulary using:*
 - (I). Pictures; and*
 - (II). Symbols.*
- (8) Apply knowledge of content-specific vocabulary in text to build comprehension;*
- (9) Read fluently aloud and/or silently with a focus on:*
 - (I). Prosody;*
 - (II). Accuracy;*
 - (III). Automaticity; and*
 - (IV). Reading rate.*

(b) Use skills and strategies of reading process to build comprehension, as demonstrated by the pupil's ability to:

(b) Use reading process skills and strategies to build comprehension, as demonstrated by the pupil's ability to:

- (1) Apply prereading strategies;
 - (1) Select before reading strategies appropriate to text and purpose to:*
 - (I). Preview text;*
 - (II). Access prior knowledge;*
 - (III). Build background knowledge;*
 - (IV). Set purpose for reading;*
 - (V). Make predictions;*
 - (VI). Determine reading rate; and*
 - (VII). Determine text type.*
- (2) Apply and analyze skills and strategies that enhance comprehension;
 - (2) Select during reading strategies appropriate to text and purpose to:*
 - (I). Use self-correcting strategies;*
 - (II). Make, confirm, and revise predictions;*
 - (III). Understand and use key vocabulary;*
 - (IV). Identify main idea and supporting details;*
 - (V). Make inferences;*
 - (VI). Adjust reading rate; and*
 - (VII). Apply knowledge of text type.*
- (3) Use outlines, maps and graphic organizers to aid comprehension; and
 - (3) Select after reading strategies appropriate to text and purpose to:*
 - (I). Recall details;*
 - (II). Restate main ideas;*
 - (III). Organize information;*
 - (IV). Record information;*
 - (V). Synthesize text;*
 - (VI). Evaluate text; and*
 - (VII). Evaluate the effectiveness of reading strategies.*

~~*(4) Adjust the rate of reading as appropriate for the purpose and task assigned and the level of difficulty of the text.*~~

(c) Read to comprehend, interpret and evaluate literature from a variety of authors, cultures and times, as demonstrated by the pupil's ability to:

(c) Read literary text to comprehend, interpret, and evaluate authors, cultures, and times, as demonstrated by the pupil's ability to:

- (1) Evaluate the elements of a story to determine the importance of the elements to the story;
 - (1) Analyze setting;***
- (2) Explain inferences regarding the motives of characters and consequences of action by citing to the text;
 - (2) Analyze plot development with a focus on:***
 - (I). Climax;***
 - (II). Resolution; and***
 - (III). Turning point;***
- (3) Identify examples of connections that exist among an author, the cultural and historical context and the work;
 - (3) Analyze plot development with a focus on:***
 - (I). Exposition;***
 - (II). Rising action; and***
 - (III). Falling action.***
- (4) Distinguish theme from topic and cite to evidence from the text to support claims;
 - (4) Describe internal and external conflict***
- (5) Identify, analyze and compare techniques used by authors to elicit a response from the reader; and
 - (5) Describe main plot and subplots;***
- (6) Compare characteristics and elements of various literary forms.
 - (6) Analyze how one event may cause another event;***
 - (7) Analyze an author's use of flashback;***
 - (8) Analyze an author's use of foreshadowing;***
 - (9) Make inferences and draw conclusions about setting and plot based on evidence;***
 - (10) Analyze methods of characterization used by the author;***
 - (11) Describe the motivation for a character's actions;***
 - (12) Explain the author's development of a character;***
 - (13) Make inferences and draw conclusions about a character(s) based on evidence;***
 - (14) Describe a theme based on evidence;***
 - (15) Compare themes generated by a single topic;***
 - (16) Explain a lesson learned based on events and/or a character's actions;***
 - (17) Analyze the effect of an author's use of:***
 - (I). First-person point of view;***
 - (II). Third-person limited point of view; and***
 - (III). Third-person omniscient point of view;***
 - (18) Distinguish between third-person limited and third-person omniscient point of view;***
 - (19) Analyze the use and purpose of:***
 - (I). Imagery; and***
 - (II). Figurative language.***
 - (20) Identify the effects of rhythm and rhyme on text;***
 - (21) Analyze the use of:***

- (I). *Sound devices;*
- (II). *Dialect;*
- (III). *Slang;*
- (IV). *Formal language; and*
- (V). *Informal language.*

- (22) *Explain the use of stylistic devices to create tone and mood;*
- (23) *Analyze how words and phrases create mood;*
- (24) *Explain the use of irony;*
- (25) *With assistance, identify various types of irony;*
- (26) *Analyze the influence of historical events and culture;*
- (27) *Analyze the influence of historical events and culture on author's works;*
- (28) *With assistance, analyze the influence of an author's work on historical events;*
- (29) *Make and revise predictions based on evidence;*
- (30) *Make connections to self, other texts, and/or the world;*
- (31) *Use information to answer specific questions;*
- (32) *Summarize information;*
- (33) *Synthesize information;*
- (34) *Paraphrase information.*

(d) Read to comprehend, interpret and evaluate informational texts for specific purposes, as demonstrated by the pupil's ability to:

(d) Read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes, as demonstrated by the pupil's ability to:

(1) Use knowledge of the features of the text and common expository structures to comprehend the text;

- (1) *Evaluate information from*
 - I. Illustrations;*
 - II. Graphs;*
 - III. Charts;*
 - IV. Titles;*
 - V. Text boxes;*
 - VI. Diagrams;*
 - VII. Headings; and*
 - VIII. Maps.*

(2) Locate, interpret, organize and synthesize information in text to answer specific questions and support ideas;

- (2) *Evaluate information from*
 - (I) Table of contents;*
 - (II) Glossaries; and*
 - (III) Indices.*

(3) Evaluate the validity, accuracy and adequacy of evidence that supports the ideas of the author and cite supporting evidence from the text;

- (3) *Identify and explain the use of:*
 - (I). Bold-faced words;*
 - (II). Underlined words;*
 - (III). Highlighted words; and*

- (IV). *Italicized words.*
- (4) Summarize ideas and information in text, including, without limitation, advertisements and public documents; and
- (4) *Identify and explain the use of:*
- (I). *Abbreviations;*
 - (II). *Acronyms; and*
 - (III). *Parenthetical expressions.*
- (5) Read and follow multistep directions to complete a complex task
- (5) *Analyze the use of:*
- (I). *Dialect;*
 - (II). *Slang;*
 - (III). *Idioms; and*
 - (IV) *Informal and formal language.*
- (6) *Analyze the use of:*
- (7) *Figurative language; and*
- (8) *Analogies.*
- (9) *Explain words and phrases that reveal an author's tone;*
- (10) *Explain how language clarifies ideas and concepts;*
- (11) *Explain how language is used for the purpose of:*
- (12) *Persuasion; and*
- (13) *Propaganda.*
- (14) *Describe how an author uses concrete examples to explain abstract ideas;*
- (15) *Analyze intended and unintended effects of persuasive and/or propaganda techniques in various media;*
- (16) *Analyze a theme based on evidence;*
- (17) *Compare themes generated by a single topic;*
- (18) *Evaluate the impact of sequential and/or chronological order;*
- (19) *Evaluate a cause and its effect on events and/or relationships;*
- (20) *Evaluate a problem and its solution;*
- (21) *Describe a main idea based on evidence;*
- (22) *Compare events;*
- (23) *Evaluate the author's use of organizational structure;*
- (24) *Analyze the development of an author's argument, viewpoint, and/or perspective;*
- (25) *Make inferences about an author's cultural and historical viewpoints;*
- (26) *Analyze the influence of historical events and culture;*
- (27) *Analyze the influence of historical events and culture on author's works;*
- (28) *Make connections to self, other texts, and/or the world;*
- (29) *Use information to answer specific questions;*
- (30) *Evaluate hypotheses based on information;*
- (31) *Summarize information;*
- (32) *Synthesize information;*
- (33) *Paraphrase information;*
- (34) *With assistance, synthesize information from two or more texts;*
- (35) *Make and revise predictions based on evidence;*
- (36) *Make inferences and draw conclusions based on evidence;*

- (37) *Analyze the accuracy of facts;*
- (38) *Evaluate the author's use of fact's and/or opinions;*
- (39) *Analyze reasonableness and adequacy of evidence;*
- (40) *Analyze information from one source by referencing other sources;*
- (41) *With assistance, predict events and/or relationships if sequence is altered;*
- (42) *With assistance, predict events and/or relationships if chronological order is altered;*
- (43) *Read and follow directions to complete tasks or procedures;*
- (44) *Evaluate directions to complete tasks or procedures for:*
- (45) *Clarity;*
- (46) *Format;*
- (47) *Technical vocabulary; and*
- (48) *Text features.*

2. For the area of writing:

(a) Write a variety of texts that inform, persuade, describe, evaluate or tell a story and are appropriate to purpose and audience, as demonstrated by the pupil's ability to:

(a) Write a variety of texts using the writing process, as demonstrated by the pupil's ability to:

~~[(1) Write well-developed informative papers using a variety of sources;]~~

(1) Use prewriting strategies to plan written work;

~~[(2) Write personal and business communications;]~~

(2) Choose and narrow a topic to organize ideas;

~~[(3) Write organized narratives or short stories that include relevant dialogue and details and that reveal the author's opinion concerning the subject;]~~

(3) Explore a topic to plan written work;

~~[(4) Respond to literary selections using supporting evidence from the text;]~~

(4) Draft multiple-paragraph papers about a single topic that address:

~~[(5) Write summaries by presenting main ideas and supporting information;]~~

(5) Revise drafts for:

(I). Voice;

(II). Organization;

(III). Focused ideas;

(IV). Audience;

(V). Purpose;

(VI). Relevant details;

(VII). Word choice; and

(VIII). Sentence fluency.

~~[(6) Write well-organized expository text that states a thesis and answers readers' concerns and counterarguments; and]~~

(6) Edit essays and compositions to ensure correct spelling of:

(I). High frequency words; and

(II). Content words.

~~[(7) Write organized, persuasive editorials or essays that state a thesis supported by details, reasons and examples.]~~

(7) Edit for correct capitalization;

(8) Edit punctuation for:

- (I). *End punctuation;*
- (II). *Commas;*
- (III). *Apostrophes;*
- (IV). *Quotation marks;*
- (V). *Abbreviations;*
- (VI). *Colons;*
- (VII). *Hyphens;*
- (VIII). *Semicolons;*
- (IX). *Parentheses; and*
- (X). *Varied sentence structure.*

(9) Edit for correct use of:

- (I). *Nouns;*
- (II). *Verbs;*
- (III). *Pronouns;*
- (IV). *Adjectives;*
- (V). *Subject/verb agreement;*
- (VI). *Verb tenses;*
- (VII). *Adverbs;*
- (VIII). *Clauses;*
- (IX). *Phrases;*
- (X). *Pronoun/antecedent agreement; and*
- (XI). *Pronoun case.*

(10) Edit sentences for:

- (I). *Complete sentences;*
- (II). *Combining sentences;*
- (III). *Compound sentences;*
- (IV). *Complex sentences; and*
- (V). *Compound-complex sentences.*

(11) Edit sentences for the elimination of:

- (I). *Fragments; and*
- (II). *Run-ons.*

(12) Prepare a legible final draft to display or share;

(13) Select a publishing format appropriate to the audience and purpose.

~~[(b) Write with a clear focus and logical development and evaluate, revise and edit for organization, style, tone and choice of words, as demonstrated by the pupil's ability to:]~~

(b) Write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose, as demonstrated by the pupil's ability to:

~~[(1) Generate ideas using a variety of strategies:]~~

(1) Write essays and compositions which include:

- (I). *A topic sentence;*
- (II). *Supporting details;*
- (III). *A concluding statement;*
- (IV). *A beginning, middle, and end;*
- (V). *A thesis statement; and*
- (VI). *Transitions.*

~~[(2) Organize ideas according to the purpose and task;]~~

(2) Write essays and compositions that use various organizational structures and stylistic devices;

~~[(3) Draft coherent compositions with a dominant impression or thesis statement;]~~

(3) Write multiple-paragraph papers about experiences and/or events appropriate to audience and purpose that include:

- (I). Logical sequence;*
- (II). Characters;*
- (III). Setting;*
- (IV). Plot;*
- (V). Dialogue;*
- (VI). Figurative language; and*
- (VII). Sensory details.*

~~[(4) Revise writing using identified criteria;]~~

(4) Write poetry;

~~[(5) Edit for use of standard English; and]~~

(5) Write responses that make connections with other texts, experiences, or ideas;

~~[(6) Write with a tone that is expressive and appropriate to audience and purpose.~~

(6) Write responses that make connections with other texts, experiences, or ideas;

(7) With assistance, write literary analyses;

(8) Write responses that make connections with other texts, experiences, or ideas;

(9) With assistance, write analyses of expository text that address effectiveness of the writing technique;

(10) Write persuasive essays and compositions that include:

- (I). A thesis statement;*
- (II). Supporting evidence;*
- (III). Relevant evidence;*
- (IV). Cause/ effect structure;*
- (V). Problem solution structure; and*
- (VI). Rhetorical strategies.*

(11) Write persuasive essays and compositions appropriate to audience and purpose;

(12) Write a variety of communications in appropriate formats;

(13) Write directions to complete tasks or procedures with attention to:

- (I). Clarity;*
- (II). Format;*
- (III). Technical vocabulary; and*
- (IV). Text features.*

(14) Write research papers by:

- (I). Choosing and narrowing a research topic;*
- (II). Locating, collecting, and analyzing information from primary and secondary sources;*
- (III). Recording information;*
- (IV). Paraphrasing and summarizing information;*
- (V). Organizing collected information; and*
- (VI). Documenting and citing sources in a consistent format.*

(15) Demonstrate an understanding of the difference between original works and plagiarized works;

(16) Evaluate credibility of resources.

~~[(c) Write using standard English grammar, usage, punctuation, capitalization and spelling, as demonstrated by the pupil's ability to:~~

~~(1) Apply the rules of usage and grammar correctly;~~

~~(2) Use varied sentence structure to reinforce style;~~

~~(3) Use internal and external punctuation correctly;~~

~~(4) Use rules of capitalization; and~~

~~(5) Demonstrate conventional spelling.]~~

3. For the areas of listening ~~[and speaking:]~~

~~[(a) Listen to and evaluate oral communications for content, style, purpose of the speaker and appropriateness for the audience, as demonstrated by the pupil's ability to:]~~

(a) Listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness, as demonstrated by the pupil's ability to:

~~[(1) Paraphrase the main ideas of the speaker and the supporting evidence to determine the meaning of the communication and to ask relevant questions concerning the communication:]~~

(1) Listen for a variety of purposes including:

(I). Gaining information;

(II). Being entertained; and

(III). Understanding directions.

~~[(2) Evaluate content and delivery and provide constructive feedback;]~~

(2) Listen for and identify:

(I). Main idea;

(II). Mood;

(III). Purpose;

(IV). Messages;

(V). Tone; and

(VI). Persuasive techniques

~~[(3) Analyze dialects associated with informal and formal speaking contexts as they are reflected in slang, jargon and language styles; and]~~

(3) Listen for and distinguish fact from opinion;

~~[(4) Follow multistep oral directions to complete a complex task.]~~

(4) Listen for and summarize ideas and supporting details;

(5) Listen for and evaluate the effect of the speaker's attitude on audience;

(6) Listen to and evaluate oral communications for:

(I). Content;

(II). Delivery;

(III). Point of view;

(IV). Ideas;

(V). Purpose; and

(VI). Value.

(7) Listen for and evaluate public speaking techniques;

(8) Listen to and evaluate the logic of a speaker's argument(s);

(9) Listen to and provide constructive feedback on oral communications;

(10) Expand vocabulary through listening;

- (11) *Listen for and identify dialect and slang;*
- (12) *Listen for and identify the use of formal and informal language;*
- (13) *Listen for and distinguish between social and academic language;*
- (14) *Actively listen to oral communications;*
- (15) *Listen to and participate in conversations;*
- (16) *Listen to and evaluate constructive feedback;*
- (17) *Provide constructive feedback;*
- (18) *Focus attention to solve problems by identifying, synthesizing, and evaluating data.*

~~[(b) Speak using organization, style, tone, voice and media aids appropriate to audience and purpose, as demonstrated by the pupil's ability to:~~

~~(1) Select and use vocabulary and techniques of public speaking that are appropriate to the audience and purpose;~~

~~(2) Organize and deliver planned and impromptu presentations appropriate to the audience and purpose; and~~

~~(3) Give clear and concise multistep directions to complete a complex task.~~

~~(c) Participate in discussions to offer information, clarify ideas and support a position, as demonstrated by the pupil's ability to:~~

~~(1) Participate in conversations and group discussions as an active listener to provide constructive feedback;~~

~~(2) Examine and provide specific evidence to support an opinion;~~

~~(3) Follow group rules and understand individual roles in a variety of discussion formats; and~~

~~(4) Express opinions with evidence to support those opinions and consider multiple or divergent points of view.~~

~~4. For the area of research, formulate research questions, use a variety of sources to obtain information, weigh the evidence, draw valid conclusions and present findings, as demonstrated by the pupil's ability to:~~

~~(a) Formulate questions and develop a purpose that leads to inquiry, investigation and research across the curriculum;~~

~~(b) Locate and select relevant information from multiple primary and secondary sources;~~

~~(c) Document sources used in research in accordance with a given format;~~

~~(d) Record information using a variety of note-taking and organizational strategies; and~~

~~(e) Organize and present research findings using appropriate multimedia.]~~

a. For the area of speaking:

(d) Speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Participate in discussions to offer information, clarify ideas, and support a position, as demonstrated by the pupil's ability to:

(1) Give directions to complete tasks or procedures with a focus on:

(I). Clarity; and

(II). Technical vocabulary.

(2) Give directions to complete tasks;

(3) Ask questions to clarify directions;

(4) Use precise language to describe and elicit:

(I). Feelings;

(II). Experiences;

(III). Observations; and

- (IV). *Ideas.*
- (5) *Apply Standard English to communicate ideas;*
- (6) *Use public speaking techniques to deliver presentations with appropriate:*
 - (I). *Prosody;*
 - (II). *Volume;*
 - (III). *Eye contact;*
 - (IV). *Enunciation;*
 - (V). *Posture;*
 - (VI). *Expressions;*
 - (VII). *Audience; and*
 - (VIII). *Purpose.*
- (7) *Communicate information by:*
 - (I). *Maintaining a clear focus;*
 - (II). *Following a logical sequence; and*
 - (III). *Illustrating information with media aids.*
- (8) *Communicate statements that express an opinion;*
- (9) *Defend a position applying logic and citing evidence;*
- (10) *Provide constructive feedback using established criteria;*
- (11) *Respond to questions with specific evidence in support of an opinion;*
- (12) *Ask relevant questions to generate possible solutions to a problem;*
- (13) *Take a leadership role in conversations and discussions;*
- (14) *Distinguish between relevant and irrelevant information;*
- (15) *Negotiate to arrive at consensus by proposing and examining possible options.*

9th- 12th grade

NAC 389.461 English language arts. (NRS 385.080, 385.110, 389.0185, 389.520) By the ~~end~~ beginning of the ~~[12th grade]~~, *High School* pupils must know and be able to do everything required in the previous grades for courses in English language arts offered in public schools. Instruction in the ~~[12th grade]~~ *High School* in English language arts must be designed so that pupils meet the following performance standards by the completion of the ~~[12th grade:]~~ *High School*

1. For the area of reading:

~~[(a) Know and use skills and strategies of word analysis to comprehend new words encountered in text, as demonstrated by the pupil's ability to:]~~

(a). Know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary, as demonstrated by the pupil's ability to:

~~[(1) Apply knowledge of Anglo-Saxon, Greek and Latin roots to determine the meanings of unknown words across the curriculum;]~~

(1) Decode unknown words in text using and structural analysis through:

- (I). *Base words;*
- (II). *Root words;*
- (III). *Suffixes;*
- (IV). *Prefixes;*
- (V). *Syllables; and*

(VI). *Compound words.*

~~[(2) Interpret the meanings of familiar literary allusions to comprehend text; and]~~

(2) *Comprehend, build, and extend vocabulary using:*

- (I). *Homographs;*
- (II). *Homophones;*
- (III). *Syntax;*
- (IV). *Parts of speech;*
- (V). *Synonyms; and*
- (VI). *Antonyms.*

~~[(3) Discern connotative differences between closely related words.]~~

(3) *Comprehend, build, and extend vocabulary using:*

- (I). *Context clues; and*
- (II). *Structural analysis.*

(4) *Apply alphabetic order to locate words in resources;*

(5) *Use resources to find and/or confirm meaning of:*

- (I). *Unknown words;*
- (II). *Word origins;*
- (III). *Greek word roots; and*
- (IV). *Latin word roots.*

(6) *Evaluate authors' use of connotation and denotation in text;*

(7) *Build vocabulary using:*

- (I). *Pictures; and*
- (II). *Symbols.*

(8) *Apply knowledge of content-specific vocabulary in text to build comprehension;*

(9) *Read fluently aloud and/or silently with a focus on:*

- (I). *Prosody;*
- (II). *Accuracy;*
- (III). *Automaticity; and*
- (IV). *Reading rate.*

~~[(b) Use skills and strategies of reading process to build comprehension, as demonstrated by the pupil's ability to:]~~

~~(b) Use reading process skills and strategies to build comprehension, as demonstrated by the pupil's ability to:~~

~~[(1) Independently apply prereading strategies; and]~~

~~(1) Select before reading strategies appropriate to text and purpose to:~~

- (I). *Preview text;*
- (II). *Access prior knowledge;*
- (III). *Build background knowledge;*
- (IV). *Set purpose for reading;*
- (V). *Make predictions;*
- (VI). *Determine reading rate; and*
- (VII). *Determine text type.*

~~[(2) Monitor comprehension while reading and apply repair strategies if necessary.]~~

~~(2) Select during reading strategies appropriate to text and purpose to:~~

- (I). *Use self-correcting strategies;*
- (II). *Make, confirm, and revise predictions;*

- (III). *Understand and use key vocabulary;*
- (IV). *Identify main idea and supporting details;*
- (V). *Make inferences;*
- (VI). *Adjust reading rate; and*
- (VII). *Apply knowledge of text type.*
- (3) *Select after reading strategies appropriate to text and purpose to:*
 - (I). *Recall details;*
 - (II). *Restate main ideas;*
 - (III). *Organize information;*
 - (IV). *Record information;*
 - (V). *Synthesize text;*
 - (VI). *Evaluate text; and*
 - (VII). *Evaluate the effectiveness of reading strategies.*

~~[(c) Read to comprehend, interpret and evaluate literature from a variety of authors, cultures and times, as demonstrated by the pupil's ability to:]~~

- (c) Read literary text to comprehend, interpret, and evaluate authors, cultures, and times, as demonstrated by the pupil's ability to:*

~~[(1) Interpret themes in literature and defend the interpretation with evidence from the text or application of historical and cultural contexts; and]~~

- (1) Analyze setting;*

~~[(2) Determine the purpose of the author by analyzing the author's choice of genre and stylistic devices such as imagery, figurative language and irony]~~

- (2) Analyze plot development with a focus on:*

- (I). Climax;*
- (II). Resolution; and*
- (III). Turning point.*

- (3) Analyze plot development with a focus on:*

- (I). Exposition;*
- (II). Rising action; and*
- (III). Falling action.*

- (4) Describe internal and external conflict;*

- (5) Describe main plot and subplots;*

- (6) Analyze how one event may cause another event;*

- (7) Analyze an author's use of flashback;*

- (8) Analyze an author's use of foreshadowing;*

- (9) Make inferences and draw conclusions about setting and plot based on evidence;*

- (10) Evaluate methods of characterization used by the author;*

- (11) Describe the motivation for a character's actions;*

- (12) Analyze the author's development of characters;*

- (13) Make inferences and draw conclusions about a character(s) based on evidence;*

- (14) Analyze a theme based on evidence;*

- (15) Compare themes generated by a single topic;*

- (16) Explain a lesson learned based on events and/or a character's actions;*

- (17) Evaluate the effect of an author's use of:*

- (I). *First-person point of view;*
- (II). *Third-person limited point of view; and*
- (III). *Third-person omniscient point of view.*
- (18) *Distinguish between third-person limited and third-person omniscient point of view;*
- (19) *Evaluate the use and purpose of:*
 - (I). *Imagery; and*
 - (II). *Figurative language.*
- (20) *Identify the effects of rhythm and rhyme on text;*
- (21) *Evaluate the use and purpose of:*
 - (I). *Sound devices;*
 - (II). *Dialect;*
 - (III). *Slang;*
 - (IV). *Formal language; and*
 - (V). *Informal language.*
- (22) *Evaluate the use of stylistic devices to create tone and mood;*
- (23) *Compare uses of stylistic devices to create mood;*
- (24) *Explain the use of irony;*
- (25) *Analyze uses of various types of irony;*
- (26) *Analyze the influence of historical events and culture;*
- (27) *Analyze the influence of historical events and culture on author's works;*
- (28) *Analyze the influence of an author's work on historical events;*
- (29) *Make and revise predictions based on evidence;*
- (30) *Make connections to self, other texts, and/or the world;*
- (31) *Use information to answer specific questions;*
- (32) *Summarize information;*
- (33) *Synthesize information;*
- (34) *Paraphrase information.*

~~[(d) Read to comprehend, interpret and evaluate informational texts for specific purposes, as demonstrated by the pupil's ability to:]~~

(d) Read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes, as demonstrated by the pupil's ability to:

(1) Determine the purpose of the author in informational texts and public documents by analyzing the features of the text, rhetorical strategies, and historical and cultural contexts;

(1) Evaluate information from:

- (I). *Illustrations;*
- (II). *Graphs;*
- (III). *Charts;*
- (IV). *Titles;*
- (V). *Text boxes;*
- (VI). *Diagrams;*
- (VII). *Headings; and*
- (VIII). *Maps.*

~~[(2) Locate, organize, interpret and synthesize information in multiple primary and secondary sources to support opinions; and]~~

(2) Evaluate information from:

- (I). *Table of contents;*
- (II). *Glossaries; and*
- (III). *Indices*

~~[(3) Read and apply multistep directions to perform complex procedures and tasks]~~

- (3) *Identify and explain the use of:*
 - (I). *Bold-faced words;*
 - (II). *Underlined words;*
 - (III). *Highlighted words; and*
 - (IV). *Italicized words.*
- (4) *Identify and explain the use of:*
 - (I). *Abbreviations;*
 - (II). *Acronyms; and*
 - (III). *Parenthetical expressions.*
- (5) *Analyze the use of:*
 - (I). *Dialect;*
 - (II). *Slang;*
 - (III). *Idioms; and*
 - (IV). *Informal and formal language.*
- (6) *Analyze the use of:*
 - (I). *Figurative language; and*
 - (II). *Analogies.*
- (7) *Explain words and phrases that reveal an author's tone;*
- (8) *Explain how language clarifies ideas and concepts;*
- (9) *Explain how language is used for the purpose of:*
 - (I). *Persuasion; and*
 - (II). *Propaganda.*
- (10) *Describe how an author uses concrete examples to explain abstract ideas;*
- (11) *Evaluate intended and unintended effects of persuasive and/or propaganda techniques in various media;*
- (12) *Analyze a theme based on evidence;*
- (13) *Compare themes generated by a single topic;*
- (14) *Evaluate the impact of sequential and/or chronological order;*
- (15) *Evaluate a cause and its effect on events and/or relationships;*
- (16) *Evaluate a problem and its solution;*
- (17) *Describe a main idea based on evidence;*
- (18) *Compare events;*
- (19) *Evaluate the author's use of organizational structure;*
- (20) *Evaluate the development of an author's argument, viewpoint, and/or perspective;*
- (21) *Make inferences about an author's cultural and historical viewpoints;*
- (22) *Evaluate the influence of historical events and culture;*
- (23) *Evaluate the influence of historical events and culture on author's works;*
- (24) *Make connections to self, other texts, and/or the world;*
- (25) *Use information to answer specific questions;*
- (26) *Evaluate hypotheses based on information;*
- (27) *Summarize information;*

- (28) *Synthesize information;*
- (29) *Paraphrase information;*
- (30) *Synthesize information from two or more texts;*
- (31) *Make and revise predictions based on evidence;*
- (32) *Make inferences and draw conclusions based on evidence;*
- (33) *Analyze the accuracy of facts;*
- (34) *Evaluate the author's use of fact's and/or opinions;*
- (35) *Evaluate reasonableness and adequacy of evidence;*
- (36) *Evaluate information from one source by referencing other sources;*
- (37) *Predict events and/or relationships if sequence is altered;*
- (38) *Predict events and/or relationships if chronological order is altered;*
- (39) *Read and follow directions to complete tasks or procedures;*
- (40) *Evaluate directions to complete tasks or procedures for:*
 - (I). *Clarity;*
 - (II). *Format;*
 - (III). *Technical vocabulary; and*
 - (IV). *Text features.*

2. For the area of writing:

~~[(a) Write a variety of texts that inform, persuade, describe, evaluate, or tell a story and that are appropriate to the purpose and audience, as demonstrated by the pupil's ability to:]~~

(a) Write a variety of texts using the writing process, as demonstrated by the pupil's ability to:

(1) Use prewriting strategies to plan written work;

~~[(1) Write research papers by adequately developing theses, using appropriate sources and conforming to an identified manual of style:]~~

(2) Write subject-specific technical writings, including, without limitation, instructional manuals and field reports;

- (2) *Choose and narrow a topic to organize ideas;*
- (3) *Explore a topic to plan written work;*
- (4) *Draft multiple-paragraph papers about a single topic that address:*
 - (I). *Audience;*
 - (II). *Purpose;*
 - (III). *Supporting details;*
 - (IV). *Introduction;*
 - (V). *Conclusion; and*
 - (VI). *Transitions*
- (5) *Revise drafts for:*
 - (I). *Voice;*
 - (II). *Organization;*
 - (III). *Focused ideas;*
 - (IV). *Audience;*
 - (V). *Purpose;*
 - (VI). *Relevant details;*
 - (VII). *Word choice; and*
 - (VIII). *Sentence fluency.*
- (6) *Edit essays and compositions to ensure correct spelling of:*

- (I). *High frequency words; and*
- (II). *Content words.*
- (7) *Edit for correct capitalization;*
- (8) *Edit punctuation for correct use of internal and external punctuation;*
- (9) *Edit for correct use of:*
 - (I). *Nouns;*
 - (II). *Verbs;*
 - (III). *Pronouns;*
 - (IV). *Adjectives;*
 - (V). *Subject/verb agreement;*
 - (VI). *Verb tenses;*
 - (VII). *Adverbs;*
 - (VIII). *Clauses;*
 - (IX). *Phrases;*
 - (X). *Pronoun/antecedent agreement; and*
 - (XI). *Pronoun case.*
- (10) *Edit sentences for:*
 - (I). *Complete sentences;*
 - (II). *Combining sentences;*
 - (III). *Compound sentences;*
 - (IV). *Complex sentences; and*
 - (V). *Compound-complex sentences.*
- (11) *Edit sentences for the elimination of:*
 - (I). *Fragments; and*
 - (II). *Run-ons.*
- (12) *Prepare a legible final draft to display or share;*
- (13) *Select a publishing format appropriate to the audience and purpose.*

~~[(3) Summarize large amounts of information into concise prose;~~

~~(4) Write narrative and reflective text that connects personal events to larger issues;~~

~~(5) Write responses to literature that reflect an understanding of literary elements; and~~

~~(6) Write persuasive essays that support, clarify and defend positions with relevant evidence.~~

~~(b) Write with a clear focus and logical development, evaluating, revising and editing for organization, style, tone and choice of words, as demonstrated by the pupil's ability to:]~~

(b) Write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose, as demonstrated by the pupil's ability to:

(1) Write essays and compositions which include:

- (I). *A topic sentence;*
- (II). *Supporting details;*
- (III). *A concluding statement;*
- (IV). *A beginning, middle, and end;*
- (V). *A thesis statement; and*
- (VI). *Transitions.*

~~[(1) Generate ideas for writing by selecting appropriate prewriting strategies with attention to the audience and purpose;]~~

(2) Organize ideas by selecting and applying structures appropriate to purpose, such as cause and effect and comparison and contrast;

(2) Write essays and compositions that use various organizational structures and stylistic devices;

(3) Write multiple-paragraph papers about experiences and/or events appropriate to audience and purpose that include:

(I). Logical sequence;

(II). Characters;

(III). Setting;

(IV). Plot;

(V). Dialogue;

(VI). Figurative language; and

(VII). Sensory details.

(4) Write poetry;

(5) Write literary analyses;

(6) Summarize information;

(7) Write analyses of expository text that address effectiveness of the writing technique;

(8) Write persuasive essays and compositions that include:

(I). A thesis statement;

(II). Supporting evidence;

(III). Relevant evidence;

(IV). Cause/ effect structure;

(V). Problem solution structure; and

(VI). Rhetorical strategies.

(9) Write persuasive essays and compositions appropriate to audience and purpose;

(10) Write a variety of communications in appropriate formats;

(11) Write directions to complete tasks or procedures with attention to:

(I). Clarity;

(II). Format;

(III). Technical vocabulary; and

(IV). Text features.

(12) Write research papers by:

(I). Choosing and narrowing a research topic;

(II). Locating, collecting, and analyzing information from primary and secondary sources;

(III). Recording information;

(IV). Paraphrasing and summarizing information;

(V). Organizing collected information; and

(VI). Documenting and citing sources in a consistent format.

(13) Demonstrate an understanding of the difference between original works and plagiarized works;

(14) Evaluate credibility of resources.

~~*(3) Write compositions that develop complex ideas in a clear, detailed and focused manner;*~~

~~(4) Revise writing to improve the development of ideas, choice of words, organization and point of view by using rubrics and feedback from other persons; and~~

~~(5) Edit for use of standard English.~~

~~(c) Write using standard English grammar, usage, punctuation, capitalization and spelling, as demonstrated by the pupil's ability to:~~

~~(1) Apply the rules of usage, grammar and capitalization;~~

~~(2) Use a variety of sentence structures, such as coordination and subordination, with attention to varying sentence length; and~~

~~(3) Apply the rules of punctuation and manipulate the rules if necessary for emphasis in writing.~~

~~3. For the areas of listening and speaking:]~~

(a) Listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness, as demonstrated by the pupil's ability to:

(1) Listen for a variety of purposes including:

(I). Gaining information;

(II). Being entertained; and

(III). Understanding directions.

(2) Listen for and identify:

(I). Main idea;

(II). Mood;

(III). Purpose;

(IV). Messages;

(V). Tone; and

(VI). Persuasive techniques.

(3) Listen for and distinguish fact from opinion;

(4) Listen for and summarize ideas and supporting details;

(5) Listen for and evaluate the effect of the speaker's attitude on audience;

(6) Listen to and evaluate oral communications for:

(I). Content;

(II). Delivery;

(III). Point of view;

(IV). Ideas;

(V). Purpose; and

(VI). Value.

(7) Listen for and evaluate public speaking techniques;

(8) Listen to and evaluate the logic of a speaker's argument(s);

(9) Listen to and provide constructive feedback on oral communications;

(10) Expand vocabulary through listening;

(11) Listen for and identify dialect and slang;

(12) Listen for and identify the use of formal and informal language;

(13) Listen for and distinguish between social and academic language;

(14) Actively listen to oral communications;

(15) Listen to and participate in conversations;

(16) Listen to and evaluate constructive feedback;

(17) Provide constructive feedback;

(18) Focus attention on a speaker to solve problems by identifying, synthesizing, and evaluating data.

- ~~[(a) Listen to and evaluate oral communications for content, style, the purpose of the Speaker and appropriateness for the audience, as demonstrated by the pupil's ability to:~~
- ~~(1) Summarize and evaluate oral communications according to the purpose of the speaker;~~
 - ~~(2) Create and apply criteria for evaluating the content and delivery of oral and multimedia presentations; and~~
 - ~~(3) Apply knowledge of the effects of language and dialect on the response of the audience.~~
- ~~(b) Speak using organization, style, tone, voice and media aids that are appropriate to the audience and purpose, as demonstrated by the pupil's ability to:~~
- ~~(1) Make planned speeches, which may be enhanced by multimedia, and use language and techniques of public speaking that are appropriate to the audience and purpose; and~~
 - ~~(2) Deliver extemporaneous and impromptu presentations that address a particular topic and engage the audience.~~
- ~~(c) Participate in discussions to offer information, clarify ideas and support a position, as demonstrated by the pupil's ability to:~~
- ~~(1) Participate in conversations or group discussions by identifying, synthesizing and evaluating data to solve problems or propose possible options;~~
 - ~~(2) Attend to issues that facilitate group productivity, such as adhering to time limits for speakers and deadlines for decision making; and~~
 - ~~(3) Justify a position by using logic and refuting opposing points of view.]~~

5. For the area of speaking:

(a) Speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Participate in discussions to offer information, clarify ideas, and support a position, as demonstrated by the pupil's ability to:

(1) Give directions to complete tasks or procedures with a focus on:

- (I). Clarity; and*
- (II). Technical vocabulary.*

(2) Ask questions to clarify directions;

(3) Use precise language to describe and elicit:

- (I). Feelings;*
- (II). Experiences;*
- (III). Observations; and*
- (IV). Ideas.*

(4) Apply Standard English to communicate ideas;

(5) Use public speaking techniques to deliver presentations with appropriate:

- (I). Prosody;*
- (II). Volume;*
- (III). Eye contact;*
- (IV). Enunciation;*
- (V). Posture;*
- (VI). Expressions;*
- (VII). Audience; and*
- (VIII). Purpose.*

(6) Communicate information by:

- (I). Maintaining a clear focus;*
- (II). Following a logical sequence; and*
- (III). Illustrating information with media aids.*

- (7) Communicate statements that express an opinion;*
- (8) Defend a position applying logic and citing evidence;*
- (9) Participate in conversations to solve problems by identifying, synthesizing, and evaluating data;*
- (10) Respond to questions with specific evidence in support of an opinion;*
- (11) Ask relevant questions to generate possible solutions to a problem;*
- (12) Take a leadership role in conversations and discussions;*
- (13) Distinguish between relevant and irrelevant information;*
- (14) Negotiate to arrive at consensus by proposing and examining possible options.*

~~[4. For the area of research, formulate research questions, use a variety of sources to obtain information, weigh the evidence, draw valid conclusions and present findings, as demonstrated by the pupil's ability to:~~

- ~~(a) Formulate focused research questions and use appropriate research designs to gather information;~~
- ~~(b) Evaluate the credibility and usefulness of possible sources of information;~~
- ~~(c) Cite sources of information using a standard method of documentation; and~~
- ~~(d) Organize and present findings in a multimedia format.]~~